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Evaluation of the Demonstration Phase of the Teen Tutorial Program: A Model of Interrelationship of Seventh Graders, Kindergarten Pupils and Parents to Meet the Developmental Needs of Disadvantaged Children.

South-Western City School District, Grove City, Ohio.

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This document describes and evaluates a teen tutorial program conducted in Grove City, Ohio. Forty seventh grade pupils, two kindergarten classes, and parents of both groups were subjects of this project to create and demonstrate a strategy to help young disadvantaged teenagers develop an understanding of personal and family relationships before they themselves became adults or parents. In the future they might then be better equipped to provide an environment for their children that would preclude a continuation of the deficit that usually accompanies early childhood in lower income groups. The project proposed to (1) provide the seventh graders with a course in human relations and family living, (2) offer the teenagers a chance to tutor kindergarten children, and (3) educate the parents of the children involved. The program report has nine appendixes which contain (1) evaluation procedures, (2) comments by administrators, (3) comments about team teaching, (4) comments on change in teen tutors, (5) comments on change in kindergartners, (6) comments by observers, (7) general end of year comments, (8) outline of education program for parents, and (9) evaluation form for selection of teen tutors. [Not available in hard copy due to marginal legibility of original document.] (WD)

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TITLE III

EVALUATION OF THE DEMONSTRATION PHASE

OF THE

TEEN TUTORIAL PROGRAM: A  
MODEL OF INTERRELATIONSHIP OF SEVENTH GRADERS,  
KINDERGARTEN PUPILS AND PARENTS TO MEET THE  
DEVELOPMENTAL NEEDS OF DISADVANTAGED CHILDREN.

Title III Project  
Elementary and Secondary Education Act of 1965  
South-Western City School District  
September 1, 1967 to August 31, 1968

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## INTRODUCTION

No matter how good a remedial program may be, it can only partially remedy the ill-effects of educational deprivation suffered during a child's pre-school years. Insofar as we have been able to find, there are no programs underway designed specifically to prevent educational deprivation during the critical first five years of life. To get to the root of the problem, we must reach disadvantaged teen-age youth before they become parents. This group must be educated concerning family living and how to meet the needs of early childhood if we are to break the cycle of succeeding generations of children so handicapped during their pre-school years that they are likely to become retarded in a cumulative way and eventually school drop-outs.

To be sure, there are many programs in which teen-agers help younger school-age children to the advantage of both groups. However, none of these programs was developed to teach the older disadvantaged children to meet the developmental needs of young children. It seems quite possible that while working with young children in a helping relationship, young teen-agers might well assimilate instruction in meeting the needs of young children. These teen-agers might profit from considering possible lacks in the younger children's experiences that account for their present problems.

It seemed entirely possible to devise methods and procedures which would help young children most in need of help and at the same time enable young persons soon to become adults and parents: 1) to understand and relate to children, and 2) to learn the fundamentals of human relationships and family living. Hopefully for these teen-agers the lockstep might be broken; their children might be better equipped for school life than they had been.

We owe it to both the unborn children concerned and society to test any promising means of preventing the waste of human resources that will continue until some method of prevention is developed. Therefore, the South-Western City School District applied for and obtained a Planning Grant under the Elementary and Secondary Education Act, Title III, for developing a program designed to prevent this waste. This grant was followed by a further grant to try out the program on a one-semester pilot basis before launching the full-scale Demonstration Program.

This report is concerned with the 1967-1968 Demonstration Phase of the Program and ways in which it was revised for carrying on the 1968-1969 demonstration phase of the program. The period covered in this report is September 1, 1967 to August 31, 1968.

## SECTION I

### THE PROJECT

#### A. Description of the Project

During the Title III Planning Grant period, an experimental program was developed to demonstrate a strategy for simultaneously providing each of three groups among the disadvantaged with educational programs specially designed to: (1) give young teen-agers fundamental knowledge of child development and family living; (2) furnish the young teen-agers with guided first-hand experience working with young children in a helping relationship, and, in this way, furnish assistants to work under the supervision of kindergarten teachers to provide desirable individual attention to kindergarten children; and (3) build understanding of the aims and purposes of the other two programs on the part of the parents of both the teen-agers (Teen Tutors) and the kindergarten children to enable these parents to fulfill their roles more effectively.

##### 1. Assumptions

The assumptions on which this project is based follow: The first assumption is that the inability of educationally disadvantaged parents to provide appropriate emotional security and intellectual stimulation (and otherwise meet the developmental needs of their children) especially during the critical years (0 - age 6) has so handicapped these children that they are unable to cope with the demands of early in-school experience. Consequently, these children are unable to keep pace with their peers unless given special pre-school training (Head Start) followed by other programs of remediation. These remedial programs can never compensate for the inability to develop to their full potential during the pre-school years and for the continued lack of guidance from parents.

A second assumption is that handicaps stemming from failure to meet children's developmental needs during the critical years from birth to age five is not confined to that segment of the population identified as disadvantaged. While some handicaps are more prevalent in this segment of the population, they extend in varying degrees throughout all segments of the population.

A third assumption is that parents and other adults responsible for the rearing of children must have a basic working knowledge of human development with special emphasis on meeting the needs of children during the critical formative years from birth to age six. In order to comprehend the developmental needs of children, these adults must have a broad understanding of the child; how his learning occurs; how he grows and interacts with his environment. Before persons reach the stage of becoming parents, they must become conversant with the basic concepts of child development and have opportunity to relate these concepts to situations involving children of various age levels.

A fourth assumption is that the teen-agers need a healthy concept of personal and family development for their own fulfillment as well as for preparation for their future roles as parents.

A fifth assumption is that the education necessary to equip individuals for their future roles as parents, or parent substitutes, must be provided as a regular part of their public school education even as are other aspects of education deemed necessary for both individual development and the common good. To be most effective, such education must be provided at an age (1) when students are interested in human growth and development, (2) before they reach the age that work study programs and the like are introduced into their schedules, and (3) before they reach the age when dropouts are frequent.

A sixth assumption is that learning is more rapid, more meaningful and more lasting when information is presented concurrent with the opportunity to put it into practice.

A seventh assumption is that the young teen-agers engaged in a specially designed program of child development and family living can contribute significantly to the kindergarten program by serving as supervised assistants.

An eighth assumption is that the participation of the seventh graders in the kindergarten program will promote more rapid socialization of the kindergarten children, especially in language development and creativity.

## 2. Purposes

Most proposals for assisting the disadvantaged are directed toward the current generation and do little to break the cycle of succeeding generations handicapped because the adults responsible for rearing them do not know enough about human development to meet the needs of their children. While it is necessary to provide remediation, such effort can only partially compensate for the loss suffered earlier. We owe it both to the unborn individuals directly concerned and to society to investigate measures which give some promise of preventing this waste of human resources.

The main purpose of this project is to create and demonstrate a strategy to help young teen-agers at the seventh grade level to develop understanding of personal and family relationships before they become adults and parents. Built into the strategy is provision for the teen-agers to have guided tutorial experiences at the kindergarten level: (1) provide the teen-ager with first-hand experience working with young children and (2) help meet the needs of kindergarten children. Hopefully for these teen-agers the lock-step may be broken; their children may be better equipped for school life than they themselves were. The specific purposes of this project are:

- a. To provide a course in human relations and family living that will develop thoughtful and knowledgeable young teen-agers who view meeting the developmental needs of children and family living as important aspects of adult life.
- b. To provide additional staff and change the curriculum of some groups of seventh graders to permit them to participate in the experimental program.

- c. To provide additional staff and change in the kindergarten program in specified elementary schools to permit these kindergartens to participate in the experimental program.
- d. To provide increased services of specialists in discovering and assessing the needs of pupils and planning educational opportunities which are appropriate for the pupils' social, emotional, and physiological needs.
- e. To provide a sufficient quantity and variety of learning materials appropriate for use in kindergarten to enable the Teen Tutors (seventh graders) to become familiar with a wide variety of learning materials and learn to use them effectively when participating as tutors in the kindergarten classrooms.
- f. To provide a program of parent education for both the parents of Teen Tutors involved in the project and the parents of kindergarten children involved in the project.
- g. To provide the pilot program for further evaluation of the planning (Phase 1) of the project and improve the program before launching it full scale.
- h. To provide an opportunity for teachers, student teachers and other interested persons to observe the program when it is in full scale operation.
- i. To provide effective dissemination of information about the program.
- j. To provide instrumentation for comparing the Teen Tutors with comparable groups who have not been offered the course content nor the experience of working with kindergarten children.
- k. To provide opportunity to compare results of the Teen Tutorial Program when carried on with educationally disadvantaged students and when carried on with educationally advantaged students.

## SECTION II

### THE EXPERIMENTAL SITUATION

#### Physical Environment

The Schools - The particular area served by this project is the Finland Junior High School District which includes Finland Elementary School. A number of the students attending these schools are disadvantaged. Measured by P.L. 89-10-Elementary Secondary Education Act of 1960, just slightly more than half of the seventh graders enrolled in Finland Junior High are considered underprivileged. Such a large proportion of the pupils enrolled in Finland Elementary School qualify for the Head Start Program that a year-round Head Start Center was established in this building. Since both of these schools have such a high percentage of disadvantaged, the schools were selected as a center for the Teen Tutorial Program.

The school community has few cultural and educational facilities. Chief among existing facilities is the Grove City Library about three miles distant. However, the school is located about twenty minutes' drive from downtown Columbus, Ohio, a city with a metropolitan population of almost 700,000.

The two schools are both attractive, comparatively new, well-equipped modern structures separated by some 200 yards consisting of lawn and a large parking lot. Stone quarries and related industries are located nearby. The population of the elementary school was 388 and of the junior high, 798. The population is predominately white; less than four percent of the population are negro. Most of the junior high students and many of the elementary students are transported by bus.

Space Facilities - Space allocated for the project in the junior high school included an office and one classroom. The elementary school was crowded. The project had the kindergarten classroom and the school library which was cleared for their exclusive use during certain periods of the day. The library was re-arranged so that part of it served as combination teacher's office and project materials center, and part of it served as the meeting room for Teen Tutorial activities. Other spaces in the elementary school that were shared by the project and other groups alike included the gymnasium, storage rooms, the teachers' meeting room and small meeting rooms opening off the library.

#### The Professional Staff

This project has a full-time supervisor, a member of the South-Western City School System; a part-time supervisor, an associate professor of the Ohio State University's school of Education and four teachers from the District. Others serving the project include an evaluator and three consultants (employed on a daily basis) all of whom are faculty members of the Ohio State University.

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### The Teaching Staff

The teaching team consisted of four persons, three of whom were members of the team during the Pilot Study. These three team members were (1) a teacher of Home Economics with a background of teaching fourth grade at the elementary school involved in the project; (2) a 1967 graduate of the School of Social Work at Ohio State University; and (3) a kindergarten teacher who has for several years been regularly employed at the elementary school involved in the project. (4) the fourth member of the team was a kindergarten teacher, a June, 1967 graduate.

### Consultants

The consultants and the discipline that each brought to bear on the project follow:

Dr. Collins W. Burnett, Chairman, Department of Higher and Adult Education. He also has held a professorship in psychology.

Dr. Marie Dirks, Professor of Home Economics.

Dr. Wilametta Sisson, Associate Professor of Social Work.

### Evaluator

Dr. Jay Lowe, Assistant Professor of Sociology.

### The Subjects Involved in the Study

The Grade Levels Involved - The experimental course was placed at the seventh grade level for the following reasons:

- (1) At this age teen-agers enjoy being associated with young children more than do those in their later teens.
- (2) They show tremendous interest in themselves and how they "grew to be like that."
- (3) They are not apt to be involved in either work-study programs or extracurricular activities that might compete with the program.
- (4) They may gain sufficient stature, insight, and motivation from the program to want to remain in school when old enough to drop out.
- (5) If they do drop out, they have had the educational program before dropping out.

The kindergarten level was selected as the young group to be helped and studied simultaneously by the seventh graders for the following reasons:

- (1) Need for individual and small group attention is critical at this level if all children are to enter first grade prepared to meet expectations.
- (2) This is the youngest age-level normally served by the public schools over the nation. This level would universally provide a level where seventh graders could study young children and at the same time make a contribution.

The Sample Seventh Grade Population - The following criteria were used to obtain the sample seventh grade population

- (1) The individual must qualify according to the standards used by the Office of Economic Opportunity.
- (2) The individual must have an I.Q. of 80 or above as determined by the California Test of Mental Maturity, administered during his sixth grade year.
- (3) The individual must be free of any known severe emotional or physical handicap as determined from teacher interviews and records and reports on file in the individual's cumulative record folder.

The Experimental Seventh Grade Subjects - From among the school's seventh graders, 62 qualified as the sample. From this sample, 40 were selected as the experimental subjects. The procedure for selecting the subjects follows:

The program was described to all seventh graders who were told that only 40, 20 boys and 20 girls, could be accepted. All were permitted to volunteer. Selection was then made from among the volunteers who had previously been identified as the sample. Screening procedures used were these:

- (1) There should be approximately an equal number of boys and girls;
- (2) there should be heterogeneity on I.Q. so as to get a possible indication of the various effects of the program on persons with different I.Q 's;
- (3) there should be homogeneity on underachievers who have ability, the idea being that the difficult lower-income syndrome or the disadvantaged syndrome is that of underachievers, and also that the program could do little academically and self-conceptwise for an overachiever;
- (4) there should be heterogeneity of race insofar as possible.

## SECTION III

## PROCEDURES

## Organization of the Program

A team of four teachers was responsible for conducting the program which involved 40 seventh graders, two kindergarten classes and the parents of both age groups. One member of the team, a teacher of home economics, had major responsibility for the seventh graders. The two kindergarten teachers on the team each had major responsibility for one kindergarten class. The fourth member of the team, a social worker, had major responsibility for the parent education program and the involvement of community agencies in the education of both seventh graders and parents. Every one of the four team teachers had some responsibilities in connection with every aspect of the program.

The 40 seventh graders were the target group in the experimental program. These young teen-agers, 20 boys and 20 girls to be known as Teen Tutors, met in two sections each of which enrolled approximately the same number of each sex. The class met daily for a two hour period. A part of the experimental treatment for these young teen-agers was learning about the developmental needs of young children and how to meet them by working with kindergarten children in a helping relationship. One section met in the forenoon and worked with the morning kindergarten class, the other section met in the afternoon and worked with the afternoon kindergarten class. All tutorial participation was planned, prepared for and conducted under supervision.

The schedule for the two-hour class period which included physical education was flexible. Ordinarily each section assembled in their junior high school classroom for a 20-40 minute period of discussion and planning. Then they went to their quarters in the elementary building where they engaged in sub-groups and individual activities which included gathering information, observing in the kindergarten classroom, tutorial participation, planning and preparing for tutorial participation.

### Credits, Grades and Reports

Credit - The substitution of a new course for traditional courses always raises the problem of academic credits required for high school graduation. When the experimental program was planned, the South-Western City Schools presented it to the State Department of Education. There it was reviewed and accepted.

Grades and Reports - The South-Western City Schools issue reports to parents at six-week intervals. The report cards of Teen Tutors carried the course "Teen Tutorial Program" and grades were given as in other courses. In addition, a letter was sent to parents at each six-week period.

During 1967-68 the Teen Tutors were involved extensively in self-evaluation. Before letters were written, the teacher of home economics held a private individual conference with each tutor. Together they discussed his strengths, his weaknesses, specific ways in which he might improve and a statement that fairly describes both where he is at present and what he expects to do about the matter.

To furnish standards for indicating rate and direction of change on the part of Teen Tutors, a system of grades was used as a part of the teacher's records to supplement the reports issued to parents.

## Team Teaching

One of the kindergarten teachers who served on the four-member teaching team during the pilot phase of the program left the classroom to care for her baby son. Her replacement was a capable but inexperienced young teacher who proved to be an excellent teacher, able to work well with seventh graders as well as with kindergartners. This teacher frequently mentioned ways in which the close working relationship with other team teachers had helped and otherwise speeded up her adjustment.

All members of the team had an unusual adjustment to make in that they carried on much of their work in front of the camera since a documentary film was produced. Before school opened, classrooms were equipped with the necessary overhead lights and other appliances and shooting started on the first day of school so that filming might become a normal and natural part of the school day. To most of the students and to three of the teachers, it became just that for they were soon able to forget the camera. The fourth teacher was never able to be completely at ease during a filming sequence.

To prepare teachers for the experience, the motion picture director explained the process and procedures during the pilot phase of the program. Then during the summer he continued to work at learning to know them and gaining their confidence. He had studied the project proposal and other literature about the project so that he was thoroughly familiar with its purposes and methods of operation. He had established excellent rapport with all members of the team before shooting was started and maintained a fine relation with the teachers throughout the course of the filming.

The teachers met daily to share information, to plan and to work out details of the schedule for the following day. One teacher's tendency to dominate these sessions became frustrating to the others. Aware of the situation, the project supervisor tactfully suggested his own need for being better informed about the day-by-day planning since he had to explain it to visitors. Therefore, he joined the group frequently and was able to re-establish the rapport and climate essential to forthright discussion and planning.

Members of the team worked as a group when the nature of the task could be best served by group action. Otherwise, they operated in small task forces or individually striving always to fully utilize each member's competencies.

From the beginning supervisors and consultants aimed to provide the climate and support that would encourage team teachers to discuss freely their problems, their doubts, and disillusionments along with their successes and their moments of elation. They hoped to communicate to these teachers not only that problems were to be expected but also that problems that were encountered were a matter of common concern. Teachers were encouraged to feel free to bring up a problem either for group consideration or to turn to any one of these persons for help. Lines of communication were always open. Everyone had the telephone of every other person. The teachers responded with refreshing frankness and thoughtful presentation of problems. A fine working relationship was maintained throughout the year.

## SCHEDULE-TEEN TUTORIAL PROGRAM

## MODULES

Student	1	2	3	4	5	6	7	8
1.	Prepare materials for kindergarten	Present lessons in kindergarten		Evaluate Pre-sentation	Learn activity	Finger	Hear report on field trip	
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.	Observe in Kindergarten	Prepare materials and lessons for Kindergarten			to	play		
11.								
12.	Discuss plans for Kindergarten				Participation in "Snack Time"			
13.								
14.								
15.								
16.						demon-	Help in	
17.	Preview filmstrip for class		Prepare filmstrip program for class		Music	stra-	work choice	
18.						tion		
19.	FIELD TRIP Taped interview at Cancer Society							Report on field trip
20.								

## ACTIVITIES--SUMMER, 1968

Activities for the summer of 1968 were planned with reference to two principal considerations: (1) staff changes to be made for the 1968-1969 year and (2) desirable changes in the experimental program. Some staff changes were necessary because of resignations. Further changes in staff were essential to carry out the new program. Resignations included: (1) the full-time supervisor who is entering college teaching; (2) the home economics teacher who is being married; (3) the social worker who plans to do graduate study; and (4) one kindergarten teacher whose husband was transferred elsewhere. Also the evaluator had accepted a position at another college in a distant part of the country.

So great a change in staff might have proved disastrous to the program. Fortunately, changes were known early enough to plan ahead. Further, those leaving the program were anxious that their departure should in no way jeopardize the program. In fact, they cooperated fully with project supervisors and consultants in trying to strengthen the program through staff changes. For example, the original proposal had emphasized the importance of including both men and women in the teaching team. However, the school system had supplied the project with all women as members of the teacher team. The social worker presented data to support replacing herself with a male counselor.

Plans for program change were under consideration during the entire second semester. One major change decided upon will enable South-Western City Schools and any other interested school to adapt the program by making it a major and integral part of the social studies curriculum at the seventh grade level. During the 1968-1969 year this experimental program will be offered as an elective alternate to the regular social studies program. Plans for its expansion will be studied during the year.

A second major change in the experimental program is that of including 75 students instead of 40. This enrollment permits carrying forward the original plan of exploring the possibility that the program will make as great a contribution to advantaged students as to their more disadvantaged peers. The 75 students will include a like number (25) disadvantaged, definitely advantaged and those possessed with run-of-the-mill background. They will meet in three class groups each of which will be made up of a like number of students possessed of each of the three environmental backgrounds.

To effect these program changes necessitates additions to the teaching team. After careful study, recommendations for the teaching team personnel were as follows: a male social studies teacher, a female teacher of home economics, a male counselor well acquainted with the district, and three kindergarten teachers. It was recommended that teachers for the first three positions named should have had successful experience at the seventh grade level. Substitution of a male counselor familiar with the district was

considered preferable to employment of a social worker on the following counts: (1) male social workers are both scarce and more costly than are counselors; (2) the value of counselors had already been recognized by students, parents, and school board members; (3) counselors in the district have shown great interest in the program and willingness to take on more social-service type duties.

The school system found it financially necessary to cut back some of its services. Part of the cutback included the school's supervisory program. Fortunately for the project, an excellent supervisor familiar with the project-based schools had become very much interested in the experimental program and was selected over other applicants for the position of full-time project supervisor. While Mrs. O'Bryan would not officially assume her new responsibilities until July 15, she was available for some consultation prior to that date.

To effect the personnel and program changes successfully, the summer schedule was divided into three periods: period one extending from June 7 to June 30; period two from July 1 to August 5; the third from August 5 to September 3. Summer activities will be reported period by period.

During the period June 7 - June 30 priority was given to organizing materials, records, and reports and placing with them such accounts and information as would be helpful to the incoming teaching staff. Orders were placed for only those items about which there would be no questions. Other items were recommended but orders were held so that the incoming teachers might order with reference to their insights.

Meetings were held wherein the outgoing staff shared with consultants, and/or school administration and advisory council doubts, evaluations, questions, and recommendations. Although the project evaluator was not able to report hard data findings, he was able to indicate trends and to report findings based on subjective data.

During this period selection of the seventh grade experimental subjects was made. Also, alternates were selected to replace any experimental subjects who might move out of the district and, therefore, out of the program. Finally, everything was made ready for moving the home base for the experimental seventh grade subjects to Finland Junior High School. This move was considered desirable as a means of thoroughly integrating the program in the seventh grade curriculum.

During the July 1 - August 5 period, the major task was making the transition of administration so smooth that there would be no interruption to the program. Mr. Telego (outgoing full-time supervisor) and Miss Williams planned for the transition and Mrs. O'Bryan (incoming full-time supervisor) worked closely with Mr. Telego for a few days before his departure July 15.

During the July 15 - August 5 period Mrs. O'Bryan and Miss Williams gave priority to planning for the orientation and meeting schedule for the incoming staff which would be working together August 5 - September 3. Because of a breakdown in the data processing equipment, they were notified that the evaluation report must be delayed indefinitely. To avoid errors, the entire procedure had to be redone. It was decided to request extension of time for turning in the evaluation report.

The dissemination of project information was reviewed and plans were made for dissemination of information for the coming year. Because the sound filmstrip was so successful and is in demand production of another filmstrip will be given priority.

During the August 5 - September 3 period, the teaching staff worked closely with the consultants and supervisory personnel in determining the specific units to be taught and methods to be used in dovetailing the child growth and development course and the world cultures course. During this period, much attention was given to the objectives of the program and the specific objectives of teachers in developing the teaching units. Also, instruments to evaluate the world cultures course were developed by the teachers, evaluator, and supervisory staff. An assessment of the existing instruments was made in light of the changes in the program and these were revised and refined accordingly. In addition, sessions were held with regard to parent meetings, team teaching, scheduling of classes, and classroom visitation by persons interested in the program. The physical facilities had to be altered since the home base for the seventh grade students was moved from the elementary school to the junior high school. The teaching staff was consulted with respect to the additional equipment and materials required as a result of this change. The materials and equipment were ordered so as to be available as early as possible in the school year.

Prior to the beginning of school on September 5, the kindergarten teachers visited the homes of all prospective kindergarten pupils and the homes of many of the experimental seventh grade students were visited by the teachers of the child growth and development and world cultures and the counselor. The homes of the remaining experimental seventh grade subjects will be visited during September.

### Teen Tutor Activities in the Kindergarten Classrooms

Observation - Teen Tutors observed in groups of no more than five or six. Before initial observations, they discussed responsible observer behavior from the standpoint of both the kindergarten program and the Teen Tutor's learning experience. Observations were continued after seventh graders were doing extensive participation. Participation made them much more alert to kindergartners' interacting among themselves and with the teacher.

Tutorial Service Activities - All tutorial activities were planned with a member of the teacher team and conducted under the supervision of a kindergarten teacher after the student had shown that he had made adequate preparation. Following participation, a kindergarten teacher discussed with tutors how their handling of a situation had been effective and possible alternate approaches.

Usually not more than five Teen Tutors worked in the kindergarten at a time. However, there were occasions on which tutors and kindergartners were paired and each tutor worked with "his" kindergartner as a most efficient way to help. Typical situations in which the paired relationship proved effective are those connected with mastery of a process or technique, i.e., how to hold a pencil, use scissors for cutting, or group objects for developing number concepts. In such situations the tutor "stands by" to see that the teacher's instructions are understood or to provide individual practice at whatever level "his" kindergartner can understand and operate.

The teachers sought to maximize the benefit of the working relationship to both the teen-agers and the kindergartners by giving consideration to the particular needs of individuals in both groups. Some ways in which this was done follow: 1) by helping the teen-agers to capitalize on their special competencies; 2) by helping the teen-agers to understand and work at meeting the special needs of particular kindergartners, and 3) by helping teen-agers to combine improving their own skills while helping kindergartners. An example of this third way is having the tutor who is a poor reader perfect reading a story aloud so that he and "his" kindergartner may enjoy it together. Perfecting his reading aloud when done with the aid of a tape recorder usually gave the teen-ager a feeling of accomplishment.

## Other Teen Tutor Activities

Teacher-Pupil Planning - Plans which involved everyone were made as a group. Plans which involved members of a sub-group (e.g. those involved in producing a play for kindergartners) or individuals only were thought through and discussed with one of the team teachers. Some members of the group learned to do considerable independent planning with effectiveness while a few continued to require considerable teacher guidance and prodding to assure accomplishment.

For most of these students extensive involvement in planning and evaluating their own course of action was a new experience. Some were long-time underachievers who had developed a pessimistic and defeatist attitude. Teachers were able to help the majority of these students by guiding them toward realistic goals, by not expecting too much too quickly, and by constant use of a positive approach in evaluation. This approach consisted of giving each individual recognition for positive change, yet facing the situation squarely, always planning toward improvement. Eventually most students learned to derive satisfaction from the achievement of consistently following through with plans and activities.

Reporting to the Group - Much reporting was done through group discussion. However, students found that reports were more interesting and better understood when accompanied by charts, pictures, a tape recording and so forth. Frequently they prepared materials to make their reports more meaningful.

Preparation for Tutorial Activities - Literature for kindergarten children was new to a number of these teen-agers for they came from homes where books were not a part of their pre-school home experience and kindergarten had not been part of their schooling. Early in the term, especially, many books for young children were withdrawn by tutors for overnight use. Becoming acquainted with children's literature was an enjoyable experience for most of the teens and especially gratifying to the poor readers among them. Rehearsal was a major activity. Before reading a book, showing a filmstrip or presenting a recording, the tutors rehearsed, frequently with one or more teens acting as critics. A teen rehearsed until he could give a good presentation. For some the amount of rehearsal required was minimal. A closely related activity was assembling everything needed for an experiment and practicing the experiment.

Teens learned finger painting, finger play activities, games and songs to use with "their" kindergartners. Also, they mastered some activities to provide remedial help to particular children.

Other Activities - Tutors were involved in record keeping (i.e. books read, jobs accomplished) making evaluations of their efforts and achievements, and participating in some vigorous activity either in the gymnasium or out of doors.

## The Experimental Kindergarten Classes

The experimental kindergarten classes consisted of two groups: a morning kindergarten of 25 children and an afternoon group made up of 22 boys and girls. Each kindergarten teacher was the principal teacher for one group and the helping teacher for the other group and for Teen Tutors. This arrangement made it possible for each kindergarten teacher to plan directly with tutors who would serve her class and to follow-up their participation with evaluation.

It was the considered judgment of both the teachers and administrators that there were no evidence of strain, over-stimulation, over-dependency or other ill effects traceable to the introduction of tutorial assistants during the year. Further, parents of kindergartners reported no indications of any adverse effects. As a matter of fact, the parents of kindergarten children gave the tutorial program their hearty support. They reported that their children looked forward to "working with the big kids", and often gave accounts of individual help they had received.

The teachers reported that some kindergarten children had their favorites among the tutorial assistants. However, they accepted any Teen Tutor in a helping relationship.

## Parent Education

The basic idea of the education program for the parents of the Teen Tutors was to give them an increased understanding of the school and what it seeks to accomplish, community services available to people who need them, and the perplexing teen-age years and how parents could better relate to their teen-agers. There is little doubt that the parents of the Teen Tutors did gain a more favorable impression of the school than they had previously. Only a few of the parents did not become very enthusiastic about the program and therefore, the school. The majority of them very freely praised the school for what it was doing for their teen-agers. This was particularly important for the most disadvantaged parents, who had, because of being disadvantaged, experienced frustration through their children's experiences in the regular school program. Little was done in the second area mentioned above to give the parents an increased knowledge of what community resources are available to people in need, primarily because of the shortness of the half-year program. (It is expected that more will be done in this area in the next phase of the program.) As a result of the teen-agers' being more free to talk to their parents, several parents became quite interested in learning how to improve the relationships with their children. Two programs specifically designed to help the parents better understand their children were conducted during the project. One was concerned with adolescent behavior and the presentation of the jackets (a symbol of their achievement) to the Teen Tutors, and the other program dealt with sexuality and sex education. Those parents who did participate in either or both of these programs became more aware of ways in which they could work with their teen-agers and relate better to them. Comments on the post-test evaluation would indicate that the parents were better capable of relating to their teen-age children. In general, this area of objectives was achieved, at least, according to the limitations placed on it by the short time involved and the fact that some parents did not care to participate in the parent education programs. Some parents, nevertheless, participated in the program who did not take part in the regular school programs. The project is doing the right kind of thing, to help parents have an increased understanding and knowledge about their teen-agers, their community, and their school.

### Education Program for Parents of Kindergartners

Approximately the same kinds of comments can be made in summary of the general area of objectives for the education program for the parents of the kindergartners as were made for the parents of the Teen Tutors, except that an attempt was made to better help the parents of the kindergartners understand the pre-school-aged children and how to better relate to them. With the single exception of one indifferent mother, every mother interviewed at the end of the program was enthusiastic about what the Teen Tutor Program had accomplished--especially as it related to her kindergarten child. They praised the Teen Tutors for the way they had worked with their children and the amiable relationship that developed between the Teen Tutors and the kindergartners. In addition to this very good beginning relationship with the school, the parents of the

kindergarten children had an opportunity to learn something about their children and how to better the parent-child relationship as the child grows. A film on the developmental characteristics of the pre-school child, after which there was a very good discussion, and another program at which materials on sex education were presented and discussed were very effective in helping these parents to understand their children better. On the basis of these kinds of observations, it is concluded that the objective for the education program for parents of kindergarten children was achieved during this phase of the project.

### The Consultants

The consultants have visited the operation frequently enough to discuss each team teacher's role knowledgeably and to help teachers evaluate their approaches to the experimental treatment.

The consultants met frequently with the project staff to consider matters of policy, procedures and methodology both at intervals during the first demonstration phase of the study and this past summer when the experimental treatment was being revised in preparation for the second demonstration phase. In addition to their commitments to staff meetings and advisory committee meetings, the consultants have voluntarily attended parent meetings and visited non-public schools in the district. A further service performed by the consultants has been the critical reading of project publications and reports.

### The Advisory Committee

The Advisory Committee is made up of persons from the school system's central administration, representatives of non-public schools, the principals of both schools involved in the project, the project staff, evaluator and consultants. Persons from the central administration include the assistant superintendent in charge of instruction, the coordinator of elementary schools, the kindergarten supervisor, and the federal programmer.

The non-public schools were represented by the principals of two of the parochial schools in the district. At times they brought other non-public school representatives with them.

At its first meeting, the advisory committee heard a report on the evaluation of the pilot program by the evaluator and on the status of the current program by the teaching team.

At subsequent meetings, the evaluation program, visitation, parent education program, and modifications to be made in the program in 1968-69 were matters of consideration.

The plan to add a full-time project counselor and a male social studies teacher was discussed, and members of the advisory committee aided the project supervisor in selecting the personnel for these positions.

The advisory committee will continue to be involved in the program during the 1968-69 demonstration phase. Members of the committee will be invited to attend all special meetings and activities of the program.

### Use of Community Agencies

As in the pilot study community agencies were used extensively during the demonstration phase. Because utilization of these resources can be so clearly presented in outline form, that form is employed here.

A. The agencies are grouped by categories:

1) Intra-System, South-Western City School District

- a) On different occasions junior high school teachers from various areas met with the groups to discuss problems connected with the teacher's area of specialization.
- b) Several school counselors in the district met with the groups to discuss careers.
- c) A school psychologist met with groups to demonstrate and discuss problems of visual perception.
- d) School nurse for pertinent discussions.
- e) Seventh graders visited the district's Technical School to learn what courses are available and how the school operates.
- f) Summer Quest Program, Phase III of Project #0003, Title I has asked for three tutors from this program to assist in the Quest Program.
- g) Parents were involved in meeting with the students to discuss their career activities and answer students' questions about a career and related careers.

2) The City of Columbus, Ohio (nearby city in metropolitan area)

- a) Visit to Grant Hospital to learn about hospital-related careers.
- b) Children's Hospital person met with parents at evening session.
- c) Member of Columbus City Health Department discussed venereal diseases with tutors.
- d) A settlement house and day-care center were visited to learn about their services.

### 3) Agencies of Franklin County and State of Ohio

#### a) Franklin County Family and Children's Bureau

- (1) referred tutorial family for case work; resource person from Bureau met with parents at evening meeting.

- b) Franklin Village was visited. This is the county center responsible for children who are not placed in boarding homes and is located in the Finland Elementary-Junior High district. Here Teen Tutors learned what provision is made for both very young children and teen-agers who need to be temporarily or permanently cared for by the county.
- c) Ohio State Employment Service furnished 1) a speaker to discuss with students the functions and opportunities of the service; 2) a speaker served as resource person at a parent meeting.
- d) Buckeye Boys' Ranch sent someone to show and explain its services.
- e) Ohio State School for the Blind was visited to learn firsthand about the special services for handicapped children.
- f) Capital University, Columbus, Ohio - Member of the Psychology Department met for one day with the Teen Tutorial Staff to discuss the early adolescent. Faculty from both public and non-public schools were invited.
- g) The Ohio State University, Columbus, Ohio - The part-time co-director, evaluator, and three consultants each representing a different discipline are all on the faculty of the Ohio State University. Faculty members representing the following disciplines participated in parent education: Education, Health Education, Psychology, and Sociology.

Other agencies visited by small groups of students who reported back to the larger group included:

1. American Cancer Society
2. Juvenile Bureau, Columbus Police Department
3. Goodwill Industries
4. Y.M.C.A. Branch
5. Southside Settlement House

#### 4) Non-Public Schools

- a) Principals of two non-public schools in the district have participated as members of the Advisory Committee of the Teen Tutorial Project and have therefore been able to acquaint teachers in parochial schools with project developments.
- b) One of the consultants to the project visited the non-public schools in the district and thereby made the visitation a two-way activity. This initiated a good working relationship and one profitable to both public and non-public school personnel.
- c) Principals of non-public schools have been invited to parent meetings and other open meetings held in connection with the project.

#### B. Results of the Cooperation

- 1) Acquainting tutors and parents with the nature, support and services of the various agencies built awareness of and appreciation of these particular agencies and interest in learning about other agencies. Further, some families utilized services of some of the agencies.
- 2) Tutors were impressed that the school and community cared enough to support the several school, county and state agencies to help children and parents when they could not solve their problems unaided.
- 3) The cooperative arrangement with the Ohio State University has provided the project with valuable guidance and has created considerable interest in the project on the part of several departments: Education, School of Home Economics, the Departments of Psychology, Sociology and Social Work.

### Eighth Grade Student Participation in the Teen Tutorial Program

Several of last year's Teen Tutors have participated on a voluntary basis in the first grade classes at Finland Elementary School during this Demonstration Phase of the program. The first grade teachers were very glad to have the tutors and expressed a wish for more. However, the inhibiting factor in the use of more eighth grade Teen Tutors was the tight schedule under which they operate. It was necessary that they come to the elementary school during study hall time, and many students did not have study hall time during which to do this. Therefore, most students who expressed a desire to continue working with their kindergartner during first grade were unable to do so. It is hoped that during the next demonstration phase some provision will be made by the school for this year's seventh graders to continue the tutorial assistance in first grade classes.

### Dissemination of Information About the Project

Since information about the program has been disseminated through use of various media, it will be reported medium by medium.

#### 1) Displays

Six portable hook and loop display cases were obtained to make circulation and change of display arrangements easy. The hook and loop feature insures that arrangements of several 8"x10" photographs, titling and accompanying information will remain in place while in transit. This has made possible having displays circulated at various meetings in the school district, at the Ohio Education Association office building, at district and county meetings, (e.g. South-Western Ohio ASCD), at state meetings, (e.g. Audio-Visual Council of Ohio), and at national conferences, (e.g. American Association of School Administrators).

#### 2) Filmstrip

Selected color slides from among candid camera pictures of the program taken by project consultants and staff were arranged to make a 45-frame filmstrip completed by Pinn Productions, a Chicago firm. Introduction and explanation to accompany the filmstrip are on a synchronized tape recording. Ten prints of the sound filmstrips were released in Mid-May. These are just beginning to circulate at parent meetings, other meetings within the school system, and in college classes.

#### 3) Motion Picture

Filming of the documentary motion picture has been in progress throughout the year and will be completed at year's end. However, the motion picture will not be completed until Spring, 1969.

#### 4) News Release and Publications

a) Articles-News stories about the program have appeared in the school system's newsletter, The Grove City Record, The Columbus Dispatch (a metropolitan paper that circulates widely throughout Central Ohio). Articles have appeared in the following publications which have national circulation: The Newsletter (an education publication by Edgar Dale); Trends and Educational News; and PACereport. Article's were written and submitted to two educational journals.

b) Brochures-Two thousand eight-page brochures about the program were printed. Early in the school year copies were mailed to state departments of education, PACE project directors in this area, administrators and junior high school principals throughout Ohio, and key personnel in Ohio colleges. Also, brochures were distributed at local, state, and national educational meetings. Brochures, along with other project materials, were sent in response to numerous inquiries from various parts of the country.

c) Radio-Five short tape recordings were prepared and broadcast over a station that reaches persons throughout Central Ohio.

d) Tape Recordings-Five tape recordings were prepared for use individually or in series. These are just now being made available for loan purposes.

e) Speaking Engagements-School groups and organizations within the school district, the greater metropolitan area, and southwestern Ohio, sponsored programs about the Teen Tutorial Program.

### Continuing the Project without Federal Support

The administration of the South-Western City Schools has given serious study to ways and means of continuing the Teen Tutorial Program in some manner when federal support is withdrawn. Questions with which the administration has been concerned are:

- 1) Should this program be opened to disadvantaged seventh only or to all seventh graders? Elective or required?

Note: Project plans made provision for investigating the very real possibility that students from all environments might profit as much from the course as have students with a background of deprivation as part of the final year's demonstration program.

- 2) Might the program be integrated into the curriculum of seventh graders without introducing 1) a new required course--or 2) an elective which would compete with music, foreign language and other electives?
- 3) Might the Teen Tutorial Program be substituted for or combined with a required subject?
- 4) How many classes can a teaching team handle adequately?

When these problems and their ramification were fully examined it was possible to reorganize this program (and retain all of its essential features) to make possible obtaining additional data required to guide any interested junior high school in adapting and/or adopting the Teen Tutorial Program. The reorganized program will, therefore, be carried on during the final year of federal support.

The reorganized program is to be an alternate to the regular social studies course. It includes the Teen Tutorial Program combined with study of world cultures, and will meet for a period of 75 minutes daily. The regular social studies course meets for a 45-minute period. The 75-minute period can be scheduled and still permit enrollees to elect music and/or a foreign language.

Since there will be 25 advantaged, 25 middle-class and 25 disadvantaged students in the program, it will be possible to learn whether or not students from other environments derive from the program benefits comparable to those derived by students from disadvantaged environments.

## Evaluation

Evaluation was considered as a continuous process which involved students, parents, teachers, others directly connected with the project and staff members in the experimental schools as well as the evaluator.

The evaluator had major responsibility for identification of both experimental and control subjects. He conferred with the staff about both the selection and production of instruments for evaluation. He supervised the administration of tests, and the processing and interpretation of all evaluatory information, both objective and subjective. Also he prepared the evaluation, Section IV, which constitutes the major part of this report.

The data processing provides comparison of experimental and control subjects by groups. However, it does not provide information concerning change on the part of individual subjects.

Since the study is concerned with changing the behavior of individuals, it is necessary to find out which individuals, if any, change as a result of the experimental treatment, and the direction of the change. In preparation for the second demonstration phase of the program, instruments were refined and plans were made for collecting data so that individual profiles could be prepared and analyzed.

SECTION IV  
EVALUATION OF DEMONSTRATION PHASE OF THE TEEN TUTORIAL PROJECT  
1967 - 1968

Introduction

The first year of the Demonstration Phase of the project was conducted during the 1967-1968 year.

Control subjects were selected from the Seventh Grade at Barrett Junior High School in Columbus. The forty students in the experimental group were selected from volunteers in the Seventh Grade at Finland Junior High School. Six criteria were established to match control subjects with the experimentals as closely as possible: (1) sex, (2) race, (3) age, (4) I.Q., (5) occupation of parents, and (6) person with whom the child lives. The original study groups were almost identical on the first four variables and very comparable on the last two. The post-test samples were identical on age ( $\bar{X} = 12.62$  years) and almost identical on I.Q. (experimental,  $\bar{X} = 104.51$  and control,  $\bar{X} = 104.03$ ). Of the 37 experimental subjects enrolled at the year's end, 19 were boys and 18 were girls. The control group at year's end consisted of 17 boys and 17 girls. On the basis of these data, the Barrett (study) group was considered a valid control group.

For the convenience of readers, a summary of each of the four major objective areas is presented before the detailed analysis of the specific objectives.

## METHODOLOGY

### 1. OPERATIONAL ACTIVITIES

#### A. SELECTION PROCEDURES

The initial screening procedure for selection of the Teen Tutors for the demonstration phase of the project followed the methodology outlined on pages 79-80 in the project proposal. An outline of the procedures is as follows:

First, all of the sixth-grade teachers in the feeder schools for Finland Junior High School were informed of the nature of the Teen Tutorial Project by means of a personal contact with the project social worker and a written page of information. Each teacher was then requested to make nominations of students whom he or she felt would qualify for and benefit from the program. These nominations were further validated by the principal in each school, a counselor when available, as well as by additional information that could be obtained according to the original project proposal:

Second, the project director explained the project to the sixth-graders during the month of April and asked for volunteers (a great majority of all the sixth-graders volunteered for the program; most of the students, therefore, who were initially approved for the program also volunteered for participation in the program);

Third, the project social worker reviewed the records of each child nominated and made detailed notations on a form developed for this specific purpose. (See Appendix I).

Fourth, the project director, evaluator, social worker, and home economics teacher reviewed all subjects considered appropriate for the program according to the above listed criteria.

Criteria applied at the screening point follow: (1) there should be approximately an equal number of boys and girls; (2) there should be heterogeneity on I.Q. so as to get a possible indication of the various effects of the program on persons with different I.Q.'s; (3) there should be homogeneity on underachievers who have ability, the idea being that the difficult lower-income syndrome is that of underachievers, and also that the program could do little academically and self-conceptwise for an over-achiever; (4) there should be heterogeneity of race insofar as possible. By this procedure, twenty boys and twenty girls were named for the project, as were alternates designated should any of these forty decline. Forms were sent home with the subjects to be signed by the parents and returned. All forty of these were returned with permission for the subjects to participate in the program.

## Objective Data

The objective data were collected near the beginning of the year (early October) and near the end of the year (late May) for all subjects. For the seventh graders there were three types of testing: (1) the California Personality Inventory (Intermediate level); (2) most of the scales from the Michigan State Self-Concept Inventory, plus some locally developed scales based on the Inventory; and (3) a locally developed objective test covering the content areas of the program. The test administered to the kindergarten subjects was the Peabody Picture Vocabulary Test, while the teachers filled out the Operation Headstart Behavior Inventory for the experimental subjects.\*

The validity and reliability of the California Personality Inventory, the Michigan State Self-Concept Inventory, the Peabody Picture Vocabulary Test, and the Operation Headstart Behavior Inventory, have been reported in the information provided in the respective material provided with each. Since the scales based on the MSU Self-Concept Inventory are identical to the original except for the specified changes, it may be assumed they are also valid and reliable in accordance with the original.

The locally developed Tutorial Objective Test presents a different picture. This test was developed by the teachers, the directors, the consultants, and the evaluator for the project. At the beginning of the pilot phase of the project, the program objectives and the teaching objectives were reviewed in order to determine the content areas of the program. After reviewing thoroughly the questions developed by each of the persons, those questions which the group thought to be the best indicators of substantive knowledge were included in the pilot phase form of the Tutorial Objective Test. Following the analysis of the data from the pilot phase and a thorough review by the group, the present form of the Tutorial Objective Test was developed. By consensus of the group of professional persons involved in this development and review, the Tutorial Objective Test appears to be a reasonably valid test of substantive knowledge.

\*See Appendices for further information on both objectives and process data.

## Statistical Analysis for Testing Null Hypotheses

So that the reader may not be bombarded by hypotheses for each objective for which objective data are collected, this section will set forth the basic hypotheses for the project. Statistical significance is considered achieved for probabilities of .05 or less.

### A. Analysis of covariance

Null-hypothesis A "There is no difference between the experimental and control groups on post-test scores after controlling for pre-test scores."

Alternate hypothesis, Number A 1 "There is a significant difference between the experimental and control groups on the post-test scores after controlling for pre-test scores with the experimental subjects being higher."

Alternate hypothesis Number A2. 'There is a significant difference between the experimental and control groups on the post-test scores after controlling for pre-test scores with the experimental subjects being lower.'

B. Students' test for significant difference of mean scores

1. Comparing experimentals and controls at post-test times.

Null-hypothesis B. 'If there was no significant difference between the experimentals and controls at pre-test time and the experimentals are not significantly higher than the controls at post-test time, the program objective has not been achieved.'

Alternate hypothesis Number B1. 'If there was no significant difference between experimentals and controls on the pre-test scores and the experimentals have a significantly higher mean score than the controls on the post-test score, then the experimentals have benefited significantly from the program, the program objective is considered achieved.'

Alternate hypothesis Number B2. "If there is no significant difference between experimentals and controls on the pre-test scores and the controls have a statistically higher mean score than the experimentals on the post-test score, then the program objective has not been achieved."

Alternate hypothesis Number B3. "If the controls were significantly higher than the experimentals on the pre-test mean scores and there is no significant difference at post-test time, the program has helped the experimentals to overcome the original deficiency in which case the program objective has been fulfilled."

Alternate hypothesis Number B4. "If the experimentals are significantly higher than the controls at pre-test time, and there is no significant difference between the mean scores for the two groups at post-test time, the program has not achieved the stated objective."

Alternate hypothesis Number B5. "If neither the experimentals nor controls are higher at pre-test and post-test times, the program has not achieved change."

2. Comparing experimentals' change from pre- to post-test times.

Null-hypothesis C. "The experimentals have not made significant change from pre- to post-test times."

Alternate hypothesis Number C1. "If the post-test mean scores are significantly higher than the pre-test mean scores, the program objective has been achieved."

Alternate hypothesis Number C2. "If the post-test mean scores are significantly lower than the pre-test mean scores, the program objective has not been achieved."

C. Chi-square test for significant differences

1. Comparing experimentals and controls at post-test times.

Null-hypothesis D. "If there was no significant difference between the experimentals and controls at pre-test time and the experimentals are not significantly higher than the controls at post-test time, the program objective has not been achieved."

Alternate hypothesis Number D1. "If there was no significant difference between experimentals and controls on the pre-test scores and the experimentals have a significantly higher contingency score than the controls on the post-test score, then the experimentals have benefited significantly from the program, and the program objective is considered achieved."

Alternate hypothesis Number D2. "If there is no significant difference between experimentals and controls on the pre-test scores and the controls have a statistically higher score than the experimentals on the post-test score, then the program objective has not been achieved."

Alternate Hypothesis Number D3. "If the controls were significantly higher than the experimentals on the pre-test scores and there is no significant difference at post-test time, the program has helped the experimentals to overcome the original deficiency, in which case the program objective has been fulfilled."

Alternate hypothesis Number D4. "If the experimentals are significantly higher than the controls at pre-test time, and there is no significant difference between the contingency scores for the two groups at post-test time, the program has not achieved the stated objective."

Alternate hypothesis Number D5. "If either the experimentals or controls is higher at pre-test time than post-test time, the program has not achieved change."

2. Comparing experimentals' change from pre-test to post-test time.

Null hypothesis E. "The experimentals have not made significant change from pre- to post-test times."

Alternate hypothesis Number E1. "If the post-test score is significantly higher than the pre-test score, the program objective has been achieved."

Alternate hypothesis Number E2. "If the post-test score is significantly lower than the pre-test score, the program objective has not been achieved."

#### Process Data

Since it was not possible to collect the process type data for the control group, the evaluation of change in the non-objective area is more difficult than for the objective data. Two kinds of standards are utilized in the analysis of the process type data to determine socially "favorable" change:

- (1) Improvement in an experimental's attitudes, knowledge, skills, understanding, or self-concept.
- (2) An experimental subject or the experimental group improves more than the typical child or class with which the teacher is familiar.

In the process area, analysis of change is a subjective evaluation of the 'presumed change.' This 'presumed change' necessarily is dependent on (1) the teacher's, observer's, or evaluator's own perspective of what is typical of kindergartners and seventh graders or (2) his evaluation of an individual kindergartner's or seventh grader's behavior, self-concept or knowledge during the first few weeks of the school year as compared with succeeding weeks. Without the classical experimental design, it is difficult to evaluate socially favorable change, but the consistent use of these criteria can lead to a meaningful evaluation of the 'presumed socially favorable change.'

#### Teen Tutorial Profile Analysis

The profile was designed as an aid to analysis of change in individual seventh graders. On it are recorded all objective testing scores (pre-test, post-test) as well as quasi-objective scores from (1) the teachers' records of change, (2) the teachers' end-of-year evaluation of change, and (3) the Teen Tutors' mid- and end-of-year evaluation of change in self.

The panorama of individual subjects is very helpful, but hindsight reveals a significant feature not included on the profiles, namely, the level of knowledge, self-concept, behavior or attitude at the beginning of the year. (Note: a significant change in the profile for the 1968-69 year of the Demonstration Phase of the project will be the inclusion of a base line of level of knowledge, for example, as of the middle of September, against which change can be more accurately measured.) Though this is a limiting feature for analysis of change, it does not render the 1967-1968 profile invalid because the program teachers were requested to think of change in terms of the child's original level of development and the 'normal' level of development for teen-agers from deprived backgrounds. The quasi-objective scores were analyzed with these factors in mind.

The final profile analysis represents an attempt to summarize all objective and quasi-objective data into a single quasi-objective indicator of change for each individual seventh grader on every program objective. The score (+ 2 to -2) for the final profile analysis for each objective was assigned on the basis of a careful analysis of the profiles by the project evaluator. There was a definite attempt to make the analysis on the basis of the recorded scores, objective and non-biased. Only when there were inconclusive data did the evaluator attempt to utilize his observations made in the classrooms. The data for a given objective were considered as eight discrete units, namely, (1) all objective test scores of change, (2) teachers' weekly evaluations of change, (3-6) end-of-year evaluations by each of the four program teachers, (7) regular program testing, and (8) the seventh graders mid- and end-of-year evaluations of change in self. If there is no evidence for change or if there was some contradictory evidence of the extent and direction of change, a zero (0) was recorded. Consistent indicators of change from at least two discrete units were necessary for evidence of change. If most of the evidence pointed toward some positive or some negative change, a plus one (+ 1) or a minus one (- 1) was recorded, respectively. In a few cases there was much evidence of positive change, some indicating definite change for the better, in which case a plus two (+ 2) was recorded. There was no overriding evidence of definite negative change (- 2). Frequencies for these final profile analyses are reported as summarizing measures under each objective.

#### Interpretation of Change

The Teen Tutorial Project was designed specifically to help teen-agers, who are deficient in various areas endemic to their socio cultural background of deprivation, to make socially "favorable" changes. Moreover, it is a fact that most of the teen-agers have areas of strength, for which little or no change is expected. Knowing this, one should not interpret lack of evidence of change in the experimental subjects as a failure to achieve the program objectives. Socially "favorable" change is operationally defined as being accomplished when any one of the following is evidenced in objective testing or evaluative planned observation.

- (1) The experimentals' increase in knowledge or self-concept is greater than that of the controls.
- (2) The drop in knowledge or self-concept is less for the experimentals than that for the controls.
- (3) The experimentals are stabilized whereas the controls decrease in knowledge or self-concept.
- (4) An experimental improves in knowledge, self-concept, or behavior compared with his former knowledge, self-concept, or behavior.

#### D. A SUMMARY OF PRESENT PROCEDURES FOR THE EVALUATION

A summary of procedures for the evaluation of the Teen Tutorial Program is included in the chart on page 8 entitled "Evaluation Instruments for the Teen Tutorial Project, Demonstration Phase." A major change occurred in the evaluation procedures this year in contrast with last year in that changes in behavior were related to individual profiles in addition to groups (control and experimental). A brief description of the instruments enumerated in this chart follows:

## EVALUATION INSTRUMENTS FOR TEEN TUTORIAL PROJECT, DEMONSTRATION PHASE

1967-1968

Name of Instrument	Subjects Tested				Testing Time		
	7th Graders		Kindergartners		Pre-Test	Post-Test	Process
	Exp.*	Con.*	Exp.*	Con.*			
I. California Test of Personality	X	X			X	X	
II. Objective Test	X	X			X	X	
III. Self-Concept Test	X	X			X	X	
IV. Teen Tutor Teachers' Record of Change in Teen Tutors	X						X
V. Kindergarten Teachers' Record of Change in Teen Tutors	X						X
VI. Teen Tutors' Record of Change in Self	X					X	X
VII. Junior High Teachers' Record of Change in Teen Tutors	X					X	X
VIII. Observation Form of Teen Tutor Classroom	X						X
IX. Profile for Record of Change in Teen Tutors	X				X	X	X
X. Teen Tutor Home Visit Interview Schedule	X				X	X	
XI. Peabody Picture Vocabulary Test			X	X	X	X	
XII. Headstart Behavior Inventory			X		X	X	
XIII. Kindergarten Teachers' Record of Change in Kindergartners			X				X
XIXIV. Observation Form for Kindergarten Classroom			X				X
XV. Profile for Record of Change in Kindergartners			X		X	X	X
XVI. Kindergarten Home Visit Interview Form			X		X	X	

\*Exp. = Experimental; Con. = Control

Pre-test=October

Post-test = May

1) California Test of Personality

Forms of this test were administered to experimental and control seventh grade subjects at pre- and post-test times. The specific content of each of the components of the California Test of Personality is enumerated in Appendix A, Part I.

2) Objective Test

This test was developed to assess change in four major areas;; (a) development characteristics of five-year-olds and how one should deal with them in the kindergarten or home setting, (b) teenage development and teenage relations with one another, (c) teen and family relations, dealing with parental relations and sibling relations, and (d) community and social services that are available to individuals who need them, regardless of socio-economic class, etc. It was administered at pre- and post-test times to the experimentals and control subjects. (See Appendix A, Part II).

3) Self-Concept Test

Sections of the "Michigan State University Self-Concept Inventory" and a South-Western City Schools' Self-Concept Scale were used at pre- and post-test time to obtain the teen-agers' self-concepts of school ability, importance of grades, and other related perceptions of school ability (See Appendix A, Part III, for a listing of the content of the different sub-scales and the items comprising the scale.)

4) Teen Tutor Teachers' Report of Change in Teen Tutors

From the experience gained in the pilot phase of the project, a form was developed in which two things could be accomplished toward evaluation: (1) the teachers could note critical incidents, comments, and related information for specific program objectives, and (2) they would have the chance to give a quasi-objective indication of the extent to which a particular Teen Tutor had changed during a particular week. Each Teen Tutor Teacher fills out records on the alternate group. In this manner, a continual record of change in the Teen Tutors is obtained from both teachers. The information from these records is then recorded on the Teen Tutor Profile Form, and the comments are lifted for filing in the anecdotal record file. (See Appendix A, Part IV).

5) Kindergarten Teachers' Record of Change in Teen Tutors

Similarly to number 4 above, the kindergarten teachers fill out, each week, records of change for those Teen Tutors with whom they work most closely. These records, of course, consist of questions that are pertinent to the seventh graders in operation as tutors for the kindergartners (See Appendix A, part V, for this instrument).

6) Teen Tutors' Record of Change in Self

An attempt was made to translate the technical language of the objectives for Teen Tutors into their own language. This effort resulted in the instrument found in Appendix A, Part VI, which was used at mid-year and at the end of the year. The information from these instruments is recorded on the profile form as well as in the anecdotal file to indicate change in self as perceived by the Teen Tutors.

7) Junior High Teachers' Record of Change in Teen Tutors

An attempt was made to get a record of change in Teen Tutors as observed by their other junior high teachers. At mid-year, forms similar to number 4 were distributed by the program director to each junior high teacher having one or more Teen Tutors in class. The director explained the purpose of the evaluation and gave each teacher a record for each Teen Tutor he had in class at the current time. While some valuable comments were gleaned from these records, they were not considered to be as valid indicators of change as number 4. Two principal reasons for this are (a) that the teachers have the seventh graders for a shorter period of time in larger classes, meaning they do not know them as well as the Teen Tutor Teachers, and (b) that the teachers were hesitant to note that any change they had detected was a result of the Teen Tutorial Program. (See Appendix A, Part VII.)

8) Observation Form for Teen Tutor Classroom

A retired Columbus school principal, who served as the Observer\* for evaluative purposes during the pilot phase of the project, continued in the same capacity this year. The instrument, which underwent several revisions during the pilot phase of the project, was used as a means of noting change or critical incidents. During the demonstration phase of the project, the Observer\* has not come into the classroom every eighth day as she did in the pilot phase, but has visited the program periodically for three successive days. It was felt that more accurate information could be obtained if the Observer was operating for a period of three days during which she would know the context of the activities occurring during that time period. This procedure has proved satisfactorily and has yielded even better information on change than the periodic one-day visits. The dates of the observation for this year of the Demonstration Phase of the Project were October, February, and May. The basic philosophy of these observation forms and examples of the forms are included in Appendix A, Part VIII.

9) Profile of Record of Change in Teen Tutors

It was considered appropriate to develop a form or profile wherein different kinds of information could be recorded regarding each participant in the program. These indicators and comments are noted, moreover, according to each objective, for which they are appropriate. These kinds of information recorded on the profiles should enhance the evaluation of the project objectives during the next phase of the demonstration. This is expected to supplement the experimental vs. control group comparisons. A sample of the Teen Tutor Profiles is included in Appendix A, Part IX.

10) Teen Tutor Home Visit Interview Schedule

The social worker visited the homes of all the Teen Tutors at the beginning and end of the year. During these visits she discussed the activities of the program, parents' perceptions of the seventh graders to it, and parents' personal reactions to the program. Additional information on social background, perception of change in the child during the program and parents' opinions concerning the parent education program, were recorded along with pertinent comments, which are recorded in Appendix D, Part IV. For a sample of the schedules used for these visits, see Appendix A, Part X.

\*The services of an exceptionally well qualified retired elementary school principal were obtained to act as a periodic observer. This person used a specially prepared form for making evaluatory reports.

11) Peabody Picture Vocabulary Test

This is an individually administered test to determine mental age or vocabulary proficiency of the kindergarten child. It was administered at the beginning of the year and again at the end of the year. From this test, scores on mental age and I.Q. are obtained for experimental and control kindergartners. (See Appendix A, Part XI).

12) Head Start Behavior Inventory

The Head Start Behavior Inventory was selected because it consists of different kinds of dimensions in which there might conceivably be change in the experimental kindergartners during the year. The forms were filled out by the kindergarten teachers at the beginning of the year and at the end of the year in order to note any change that may have taken place in the kindergartners. The nine dimensions and the items comprising each dimension are listed in Appendix A, Part XII.

13) Kindergarten Teachers' Record of Change in Kindergartners

This record of change is similar to that in Numbers 4 and 5 except that it is filled out by the individual kindergarten teacher for her students, and is a record of change in the areas specified by Objectives D1.1 to D1.4. Information from these records is entered in the anecdotal file as well as on the kindergartners' profile forms. (See Appendix A, Part XIII).

14) Observation Form for Kindergarten Classroom

This instrument is similar in design and use to that in Number 8 above. It is tailor-made to the kindergarten situation in which the tutor, who was the student in the other observation situation, is now the teacher or tutor and the kindergartner is the student. This form has also been satisfactory in the kindergarten setting. (See Appendix, A, Part XIV, for a sample of this instrument).

15) Profile for Record of Change in Kindergartners

A profile similar to that in Number 9 above is maintained to note change in kindergartners in the areas in which they might conceivably exhibit change. A copy of this profile is included in Appendix A, Part XV.

16) Kindergarten Home Visit Interview Schedule

The kindergarten teachers visited the home of all the kindergarten children at the beginning and the end of the year. The purpose of the visits was to discuss the program and the parents' reactions to it, as well as elicit some responses on the child's behavior, some of which are recorded in Appendix E, Part II. See Appendix A, Part XVI, for a sample of the schedules completed during and after the visits.

## SUMMARY

## EVALUATION OF THE TEEN TUTOR EDUCATION PROGRAM

Generally speaking, the evaluation of the 1967-68 Demonstration Phase of the Teen Tutorial Program reinforces and further clarifies the results tentatively stated for the 1967 Pilot Phase. Namely, the Teen Tutorial Program is accomplishing most of the goals for which it was designed. Of any program designed to produce change it must be understood that not every child can be expected to change. Most children, even those from disadvantaged backgrounds, have both strengths and weaknesses. The goal of such a program is, consequently to strengthen the weaknesses. In this respect the Teen Tutorial Program is mostly successful.

Illustrative of the above comment on change is the objective regarding a content knowledge of human development. It is true the Program was a success in teaching human development to the experimental seventh graders. Although some of the teens had a relatively good knowledge of human development prior to entering the program (in which case the program can be expected to cause little change), the program was considered a success as measured by empirical and subjective standards. This is particularly true for the teens who were most deficient in this area of knowledge.

The program was again quite successful for the experimental teen-agers in relation to the kindergartners. The teen-agers were fascinated by their experiences with the kindergartners and were, therefore, quite eager to learn about kindergarten level learning activities and the associated materials and skills. As they began to associate with and understand the kindergartners, the experimental seventh graders were better able to relate to small children at school and the community.

Another area in which the program objectives were achieved is in helping the teens to understand and to learn to use various community social service agencies. Several field trips for the whole experimental class as well as for numerous small groups or individuals were most helpful in achieving the objective. Additionally, persons from some community agencies visited with the teens for discussions. Their teen-age level of understanding of these services was greatly enhanced.

Vocational guidance, as provided through class discussions, class visitors, audio-visual aids, and various books and pamphlets, was rather helpful to the growing teen-agers. It apparently was helpful to some of the teens, while others were not quite ready for such information.

The most difficult area in which to bring about change and to measure this change is that of social relations and their ultimate effects on the teen-agers' self-concepts. Three areas may be singled out for comment. First, the ability to cope with stress is difficult for a child quickly becoming an adult. But some degree of success was experienced by a majority of the experimental teens in learning to cope with stress.

Second, many teen-agers feel their parents do not understand teen-agers, which frequently means the family relations are strained. As indicated by their parents' comments, teens' comments to the team teachers or fellow students, and objective testing, the experimental teen-agers gained some insight into the problems parents encounter in maintaining a family and, also, into the fact that parents have personal problems just as teen-agers do. An observable result in several cases was a better parent-teen-ager relationship. And, third, a teen-ager from a disadvantaged background is particularly plagued with his conception of himself. Daily relationships affect a teen-agers' self-concept. Consequently, successful social relationships, the opportunities being provided by the special features of the Teen Tutorial Program, were possible for the experimental seventh graders. The apparent success of this special feature of the program may be noted in the better self-concept for experimentals when compared to controls in at least three areas. (a) The experimentals have a better understanding of themselves at the present in relation to their past and their future. (b) The experimentals gained a more favorable conception of their personal worth than did the controls. (c) On the measure for total adjustment on the California Test of Personality the experimentals are significantly higher at the end of the year than the controls. The combined results are indicative of positive change in self-concept for the experimentals presumed to be resulting from the Teen Tutorial Program.

## OBJECTIVES OF THE TEEN TUTOR EDUCATION PROGRAM

- A1.0 Acquiring knowledge through a specially developed curriculum about the physical, social, intellectual, and emotional development of children from birth to age fifteen years.
- A1.1 To the extent Objective A1.0 is achieved, the experimental students should develop an increased awareness of individual differences in children.

The hard data used in the evaluation are presented herein as mean scores of total number of correct responses for each set of related scales. The four scales for this objective (A1.1) from the tutorial objective test\* are presented in Tables 1 through 4. On the scale for five-year development, the experimental group's mean score increased by .92 while the control group increased only .22. The analysis of covariance (Table 1) indicates the experimentals have increased significantly\*\* more than the controls, therefore Alternate Hypothesis Number A1 (see page 32) is accepted. On the tests of teen development and the human body (Tables 2 and 3), the experimental group, likewise, begins with a lower mean score than the control group and ends up with a higher mean score. However, there are still no significant differences for either of the analysis of covariance tests, so the null hypothesis has to be accepted. The test of human development (Table 4) shows an insignificant drop in mean score from pre- to post-test times for both the experimental and control groups, with the loss for the control group being greater than that for the experimental group. These objective tests indicate that the experimentals made some slight gain in three of four areas. On each of the tests, the experimentals end up with scores that are more favorable than the comparable scores for the control group, but the differences are not statistically significant for the latter three scales.

On the post-test measure of change in self the experimentals had an opportunity to indicate their perceptions of change and record comments on change. (See Appendix D, Part III.) The following comment is indicative of presumed cause for the slightly better scores for the experimentals: "This change took place because I haven't had the chance to study such things in the depth I have this year." There was, however, some indication on the part of a few of the experimentals that they felt they had already known most of the information that had been presented about the development of human beings: "I think I had already known enough about it." This kind of student could not be expected to change, but others could and did change.

\*All scales in the tutorial objective test are summaries of correctly answered items.

\*\*The .05 level is the established standard for achieving statistical significance.

TABLE 1

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: FIVE-YEAR DEVELOPMENT

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 6.4722$ n = 36	$\bar{X} = 7.3889$ n = 36
Control	$\bar{X} = 6.0313$ n = 32	$\bar{X} = 6.2500$ n = 32

$F(1,65) = 6.108^*$   
 $P < .05$

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 2

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: TEEN DEVELOPMENT

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 10.0000$ n = 36	$\bar{X} = 10.8611$ n = 36
Control	$\bar{X} = 10.2188$ n = 32	$\bar{X} = 10.5313$ n = 32

$F(1,65) = 0.341^*$   
 $P < .05$

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 3  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
OBJECTIVE: HUMAN BODY

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 20.3611$ $n = 36$	$\bar{X} = 23.3889$ $n = 36$
Control	$\bar{X} = 20.8438$ $n = 32$	$\bar{X} = 22.4688$ $n = 32$

$$F(1,65) = 0.653* \\ P < .05$$

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 4  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
OBJECTIVE: HUMAN DEVELOPMENT

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 8.4444$ S.D. = 2.8889 $\sum X^2 = 2868$ $n = 36$	$\bar{X} = 8.2778$ S.D. = 1.8889 $\sum X^2 = 2596$ $n = 36$
Control	$\bar{X} = 8.5938$ S.D. = 1.7813 $\sum X^2 = 2465$ $n = 32$	$\bar{X} = 8.1250$ S.D. = 2.1250 $\sum X^2 = 2258$ $n = 32$

$$F(1,65) = 0.096* \\ P < .05$$

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

As one relatively immature boy said at the end of the program, "I can talk about sex without laughing." It seemed to be a significant development for him to talk about the most personal area of human development--sex. The parents accepted this particularly controversial area well. For example, one parent commented, "They learned things they wouldn't ordinarily learn; for instance, sex." The opportunity to learn was a valuable feature of the program.

The final profile evaluation\* for this objective indicates that one boy had made a definite change for the better, 13 girls and 17 boys had made some change for the better, and five girls and one boy experienced little or no change at all. The combination of these different kinds of evaluation, then, indicates that most of the experimental subjects in the program did benefit from the information presented regarding the development of human beings from birth to adulthood, while some knew much of the information before entering the program. This is consistent with the findings from the pilot phase of the project.

Al.2 To the extent Objective Al.0 is achieved, the experimental students should evidence increased understanding of and knowledge of the importance of social relationships in the maturing process.

The objective test results (Tables 5 through 7) for this objective are not encouraging, for the null hypothesis is not rejected for any of the three. On the kindergarten situations test, the experimentals decreased by .78 while the controls increased by .18, though the experimentals had started with a much higher mean score. The experimentals dropped from 5.22 to 4.61 on the teen situations scale (Table 6) while the controls dropped from 5.19 to 4.72. The experimentals fared better than the controls on the developmental relations test, on which they increased from 8.28 to 9.03 while the controls dropped from 8.59 to 8.56 (Table 7).

Additional information is presented from the California Test of Personality. On the scales for social skills and anti-social tendencies (Tables 8 and 9), there are no significant differences for any of the relationships indicating socially favorable change. In these instances, Null Hypothesis D1 (see page 34) has to be accepted. The scale on social skills showed that about six per cent more of the experimentals are found in the upper third percentile group (67-99 per cent) than controls at pre- or post-test time. The difference is more dramatic with regard to anti-social tendencies, where 23.5 per cent of the controls were in the upper third at the pre-test time but the post-test figure dropped to 17.6 per cent. There is an increase from 35.1 per cent to 40.0 per cent in the same category from pre- to post-test time for the experimentals.

\*The final profile evaluation is derived from a review of all information for each objective on the individual profiles. Each evaluation is indicative of the overall change for each individual. (See D1 above for a detailed explanation of the final profile analysis under the Methodology discussion.)

TABLE 5  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: KINDERGARTEN SITUATIONS

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 5.9722$ $n = 36$	$\bar{X} = 5.1944$ $n = 36$
Control	$\bar{X} = 5.4375$ $n = 32$	$\bar{X} = 5.6250$ $n = 32$
$F(1, 65) = 3.910^*$ $P < .05$		

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 6  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: TEEN SITUATIONS

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 5.2222$ $n = 36$	$\bar{X} = 4.6111$ $n = 36$
Control	$\bar{X} = 5.1875$ $n = 32$	$\bar{X} = 4.7188$ $n = 32$
$F(1, 65) = 0.121^*$ $P < .05$		

<sup>a</sup> See Appendix A, Part II

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 7

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: DEVELOPMENTAL RELATIONS

Group	Pre-Test Means	Post-Test Means
Experimental	$\bar{X} = 8.2778$ $n = 36$	$\bar{X} = 9.0278$ $n = 36$
Control	$\bar{X} = 8.5938$ $n = 32$	$\bar{X} = 8.5625$ $n = 32$
$F(1,65) = 1.146*$ $P < .05$		

<sup>a</sup>See Appendix A, Part I

\*Analysis of covariance with the pre-test scores being the covariates and the post-test scores being the variates.

TABLE 8

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Social Skills<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	13(35.1) <sup>b</sup>	10(29.4)	67-98%	11(29.7)	8(23.5)
34-66%	14(37.9)	15(44.1)	34-66%	10(27.1)	11(32.4)
1-33%	10(27.0)	9(26.5)	1-33%	16(43.2)	15(44.1)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)
$\chi^2 = .35, d.f. = 2, p < .90$			$\chi^2 = .43, d.f. = 2, p < .90$		

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	13(35.1)	11(29.7)	67-98%	10(29.4)	8(23.5)
34-66%	14(37.9)	10(27.1)	34-66%	15(44.1)	11(32.4)
1-33%	10(27.0)	16(43.2)	1-33%	9(26.5)	15(44.1)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)
$\chi^2 = 2.22, d.f. = 2, p < .50$			$\chi^2 = 2.34, d.f. = 2, p < .50$		

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 9

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Anti-Social Tendencies<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	13(35.1) <sup>b</sup>	8(23.5)	67-98%	15(40.5)	6(17.6)
34-66%	8(21.7)	6(17.7)	34-66%	3(8.1)	4(11.8)
1-33%	16(43.2)	20(58.8)	1-33%	19(51.4)	24(70.6)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 1.80, \text{ d.f.} = 2, = p < .50$$

$$\chi^2 = 4.46, \text{ d.f.} = 2, p < .20$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	13(35.1)	15(40.5)	67-98%	8(23.5)	6(17.6)
34-66%	8(21.7)	3(8.1)	34-66%	6(17.7)	4(11.8)
1-33%	16(43.2)	19(51.4)	1-33%	20(58.8)	24(70.6)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = 2.67, \text{ d.f.} = 2, p < .30$$

$$\chi^2 = 1.05, \text{ d.f.} = 2, p < .70$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

The comments by the experimentals on the post-test evaluation are indicative of increased tendencies toward having good social relations with other people. One comment in particular sums up the feeling of the others; "If you're not kind or nice to others, they will treat you the way you treat them." Of course, a few of the experimentals felt that they already knew this information. As one girl said, "I knew that a long time ago." Perhaps in this particular area, there was less room for change on the part of many of the experimentals.

Putting together the different "kinds" of information, the conclusion is reached that many of the experimentals did acquire some information that is helpful to them in their relations with other people. In the final profile evaluation, two girls were evaluated as having made a definite change for the better, while six girls and twelve boys showed some change for the better. Ten girls and four boys showed no change at all, and three boys showed some negative change. Viewed against the normal behavior pattern for teen-agers, the results on this objective seem to be encouraging in that those experimentals, who apparently have room for improvement, are learning better ways to relate to other people. Perhaps the group analysis obscures this change, whereas the individual analysis clarifies the change in many of the experimentals. The following comment by one of the teachers on the post-test evaluation tends to support this conclusion: "There was much consistent improvement since the beginning of the year in this boy. Now, he rarely loses his temper in class. At the beginning, he was a real problem child and was easily angered. He has, by his own admission, consciously tried to control his temper." (See Appendix A, Part I, for these and other comments.)

- A1.3 To the extent Objective A1.0 is achieved, the experimental students should evidence increased knowledge of the effects of social and emotional deprivation on young children.

In a group discussion one day, a girl in the experimental group told of a friend who had given birth to an illegitimate child while keeping house for her four brothers and their father. The mother didn't want her daughter to associate with this girl, but her daughter reasoned with her that the girl had never had a chance to learn any better and that she (the daughter) could be a good influence on this girl. A similar case was derived from the kindergarten situation in which a boy in the experimental group said that he knew a lot about the kindergartner's trouble. Significant instances such as these (see Appendix D) occurred throughout the year, indicating that some progress was made in helping the experimentals understand the effects of different home and neighborhood situations upon the behavior of a person.

The results on the objective test with regard to the effects of deprivation on young children (Table 10) indicate there was no change in the experimentals from the pre-test to the post-test time, while there was a significant change in a positive direction for the control group. Consequently, Alternate Hypothesis B2 (see page 33) is accepted. Perhaps this can be accounted for by the high mean score for the experimentals at the pre-test time which was even higher than the increased post-test score for the Barrett control group. A possible explanation for the high mean score for experimentals at pre-test time is that teachers for experimentals were emphasizing these qualities from the time school opened until the time the pre-test was administered. Further, on the profile records, there is the indication that 20 of the 37 experimentals felt that they had made some positive change during the year regarding their knowledge of and attitude toward this phenomenon. Some insight is shown in this comment: "I know now that your environment makes up your personality." Subjective information presented here and also noted in the comments by both teachers and the experimentals themselves is indicative of positive change, though the objective test items do not clearly indicate this.

- A1.4 To the extent that Objective A1.0 is achieved, the experimental students should develop a relation of self at present to the past and the future.

This objective and the one similar to it, A2.0, indicate that the program was successful in helping the experimentals to understand themselves better. The test on the self at present in relation to past and future (see Table 11) indicates that the experimental group was lower at the pre-test time but higher at the post-test time than the control group. This change from a mean score of 1.94 for the experimentals to 2.39 is significant at the .05 level and Alternate Hypothesis Number C1 is accepted. (See page 33.) Additionally, the California Test of Personality scales indicate change had taken place. On the

TABLE 10  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
OBJECTIVE: EFFECTS OF DEPRIVATION

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 1.6944$ S.D. = .9167 $\sum X^2 = 133$ n = 36	$\bar{X} = 1.6944$ S.D. = 1.0000 $\sum X^2 = 139$ n = 36	t = 0 d.f. = 35 p < .05
Control	$\bar{X} = 1.3125$ S.D. = .9063 $\sum X^2 = 82$ n = 32	$\bar{X} = 1.5938$ S.D. = .9375 $\sum X^2 = 109$ n = 32	t = 1.7059 d.f. = 31 p < .05
Experimental- Control t**	t = .8686 d.f. = 66 p < .25	t = .2186 d.f. = 66 p < .35	

<sup>a</sup>See Appendix A, Part II  
\*One-tailed t-test for correlated groups  
\*\*One-tailed t-test for uncorrelated groups

TABLE 11

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: SELF AT PRESENT

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 1.9444$ S.D. = 1.0556 $\sum X^2 = 176$ n = 36	$\bar{X} = 2.3889$ S.D. = 1.2222 $\sum X^2 = 260$ n = 36	t = 1.7293 d.f. = 35 p < .05
Control	$\bar{X} = 2.3125$ S.D. = .8438 $\sum X^2 = 194$ n = 32	$\bar{X} = 2.2188$ S.D. = .9375 $\sum X^2 = 185$ n = 32	t = -.9842 d.f. = 31. p < .25
Experimental- Control t **	t = .6161 d.f. = 66 p < .30	t = .2696 d.f. = 66 p < .35	

<sup>a</sup> See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

scale for a sense of personal freedom (see Table 12), the percentage of experimental subjects in the upper third category increased from 16.2 to 21.6, while the control decreased from 17.60 to 8.80. The Null Hypothesis D was, however, accepted. The scales on freedom from nervous symptoms (Alternate Hypothesis D4 accepted, Table 13) and total personal adjustment (Null Hypothesis D accepted, Table 14) indicate somewhat similar results, with the differences being accentuated at the post-test time for the personal adjustment score. (Note that the difference at the post-test time for personal adjustment almost reaches the .05 level of significance.)

A special note should be made regarding a specially pertinent area of self related to the present and future--namely, school relations. The California Test of Personality scale on school relations (Table 14a) is indicative of the "worsening" of school relations in many teen-agers. Though the tests usually indicate acceptance of Null Hypothesis D, the control group did drop significantly from pre- to post-test time. It is of interest to note the increase in the lower third (1-33 per cent) from pre- to post-test for both experimentals and controls. The percentage, approximately the same at pre-test time, had increased by 18.9 for the experimentals compared to a tremendous jump of 44.1 for the controls. These data would indicate some success on the part of the experimentals in maintaining good school relations.

In the final evaluation with the teacher, a boy who had been something of a problem at the beginning of the year told how he used to enjoy being noisy in class in order to get attention but that he no longer felt that way. An introverted girl who had previously resorted to isolating herself from her family related that she began to talk with her mother, a wise decision as far as she was concerned. In the final home interview, one mother of a rather disadvantaged girl said that her daughter now might like to be a teacher. (See Appendix D, Parts I, III, and IV.)

The results of the final profile analysis are similar to the other findings, with the exception that a greater number of girls seem to be better adjusted than the boys. Thirteen girls seemed to have experienced some positive change, compared with five girls who had not. Only nine boys made some positive change. Nine boys were felt to have made no change, and one showed definite positive change. These results, however, are reinforced by similar results evidenced in the pilot phase of the project. It is concluded, therefore, that this objective was achieved during this phase of the project and is one of the strong features of both the demonstration phase and the pilot phase of the project.

Al.5 To the extent that Objective Al.0 is achieved, the experimental students should gain insight into ways of coping with stress.

It is typical of a teen-ager to react to stress in either of two approaches: (1) to react overtly in the situation or (2) to withdraw from the situation. On the coping with stress items on the objective test (Table 15) there is no significant change from pre- to post-test times for the control group. The experimental group does make a significant positive change. Therefore, Alternate Hypothesis C1 (see page 33) is accepted. The results on the scale of self-reliance and freedom from withdrawing tendencies tend to bear this out, although the results are not as clear-cut (see Tables 16 and 17). Table 16 shows that at pre-test time there were a significant number of experimentals in the middle third (34-66 per cent) on self-reliance. At the end of the year,

scale for a sense of personal freedom (see Table 12), the percentage of experimental subjects in the upper third category increased from 16.2 to 21.6, while the control decreased from 17.60 to 8.80. The Null Hypothesis D was, however, accepted. The scales on freedom from nervous symptoms (Alternate Hypothesis D4 accepted, Table 13) and total personal adjustment (Null Hypothesis D accepted, Table 14) indicate somewhat similar results, with the differences being accentuated at the post-test time for the personal adjustment score. (Note that the difference at the post-test time for personal adjustment almost reaches the .05 level of significance.)

A special note should be made regarding a specially pertinent area of self related to the present and future--namely, school relations. The California Test of Personality scale on school relations (Table 14a) is indicative of the "worsening" of school relations in many teen-agers. Though the tests usually indicate acceptance of Null Hypothesis D, the control group did drop significantly from pre- to post-test time. It is of interest to note the increase in the lower third (1.33 per cent) from pre- to post-test for both experimentals and controls. The percentage, approximately the same at pre-test time, had increased by 18.9 for the experimentals compared to a tremendous jump of 44.1 for the controls. These data would indicate some success on the part of the experimentals in maintaining good school relations.

In the final evaluation with the teacher, a boy who had been something of a problem at the beginning of the year told how he used to enjoy being noisy in class in order to get attention but that he no longer felt that way. An introverted girl who had previously resorted to isolating herself from her family related that she began to talk with her mother, a wise decision as far as she was concerned. In the final home interview, one mother of a rather disadvantaged girl said that her daughter now might like to be a teacher. (See Appendix D, Parts I, III, and IV.)

The results of the final profile analysis are similar to the other findings, with the exception that a greater number of girls seem to be better adjusted than the boys. Thirteen girls seemed to have experienced some positive change, compared with five girls who had not. Only nine boys made some positive change. Nine boys were felt to have made no change, and one showed definite positive change. These results, however, are reinforced by similar results evidenced in the pilot phase of the project. It is concluded, therefore, that this objective was achieved during this phase of the project and is one of the strong features of both the demonstration phase and the pilot phase of the project.

A1.5 To the extent that Objective A1.0 is achieved, the experimental students should gain insight into ways of coping with stress.

It is typical of a teen-ager to react to stress in either of two approaches: (1) to react overtly in the situation or (2) to withdraw from the situation. On the coping with stress items on the objective test (Table 15) there is no significant change from pre- to post-test times for the control group. The experimental group does make a significant positive change. Therefore, Alternate Hypothesis C1 (see page 33) is accepted. The results on the scale of self-reliance and freedom from withdrawing tendencies tend to bear this out, although the results are not as clear-cut (see Tables 16 and 17). Table 16 shows that at pre-test time there were a significant number of experimentals in the middle third (34-66 per cent) on self-reliance. At the end of the year,

TABLE 12

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Sense of Personal Freedom<sup>a</sup>

Pre-Test Scores			Post-Test Scores		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	6(16.2) <sup>b</sup>	6(17.6)	67-98%	8(21.6)	3(8.8)
34-66%	12(32.4)	7(20.6)	34-66%	11(29.8)	11(32.4)
1-33%	19(51.4)	21(61.8)	1-33%	18(48.6)	20(58.8)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 1.29, \text{ d.f.} = 2, p < .70$$

$$\chi^2 = 2.26, \text{ d.f.} = 2, p < .50$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	6(16.2)	8(21.6)	67-98%	6(17.6)	3(8.8)
34-66%	12(32.4)	11(29.8)	34-66%	7(20.6)	11(32.4)
1-33%	19(51.4)	18(48.6)	1-33%	21(61.8)	20(58.8)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = .36, \text{ d.f.} = 2, p < .90$$

$$\chi^2 = 1.91, \text{ d.f.} = 2, p < .50$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 12

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Sense of Personal Freedom<sup>a</sup>

Pre-Test Scores			Post-Test Scores		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	6(16.2) <sup>b</sup>	6(17.6)	67-98%	8(21.6)	3(8.8)
34-66%	12(32.4)	7(20.6)	34-66%	11(29.8)	11(32.4)
1-33%	19(51.4)	21(61.8)	1-33%	18(48.6)	20(58.8)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 1.29, \text{ d.f.} = 2, p < .70$$

$$\chi^2 = 2.26, \text{ d.f.} = 2, p < .50$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	6(16.2)	8(21.6)	67-98%	6(17.6)	3(8.8)
34-66%	12(32.4)	11(29.8)	34-66%	7(20.6)	11(32.4)
1-33%	19(51.4)	18(48.6)	1-33%	21(61.8)	20(58.8)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = .36, \text{ d.f.} = 2, p < .90$$

$$\chi^2 = 1.91, \text{ d.f.} = 2, p < .50$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 13

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Nervous Symptoms <sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	10(27.0) <sup>b</sup>	4(11.8)	67-98%	15(40.5)	8(23.5)
34-66%	15(40.6)	9(26.4)	34-66%	8(21.7)	7(20.6)
1-33%	12(32.4)	21(61.8)	1-33%	14(37.8)	19(55.9)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 6.41, \text{ d.f.} = 2, p < .05$$

$$\chi^2 = 2.83, \text{ d.f.} = 2, p < .30$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	10(27.0)	15(40.5)	67-98%	4(11.8)	8(23.5)
34-66%	15(40.6)	8(21.7)	34-66%	9(26.4)	7(20.6)
1-33%	12(32.4)	14(37.8)	1-33%	21(61.8)	19(55.9)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = 3.28, \text{ d.f.} = 2, p < .20$$

$$\chi^2 = 1.68, \text{ d.f.} = 2, p < .50$$

<sup>a</sup>See Appendix A, Part I, for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 14

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Personal Adjustment<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	GROUP			GROUP	
	Experimental	Control		Experimental	Control
67-98%	8(21.6) <sup>b</sup>	6(17.6)	67-98%	7(18.9)	3(8.8)
34-66%	12(32.5)	5(14.8)	34-66%	13(35.2)	6(17.7)
1-33%	17(45.9)	23(67.6)	1-33%	17(45.9)	25(73.5)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 3.95, \text{ d.f.} = 2, p < .20$$

$$\chi^2 = 5.59, \text{ d.f.} = 2, p < .10$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	8(21.6)	7(18.9)	67-98%	6(17.6)	3(8.8)
34-66%	12(32.5)	13(35.2)	34-66%	5(14.8)	6(17.7)
1-33%	17(45.9)	17(45.9)	1-33%	23(67.6)	25(73.5)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = .11, \text{ d.f.} = 2, p < .95$$

$$\chi^2 = 1.17, \text{ d.f.} = 2, p < .70$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 14a

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

School Relations<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98 %	16(43.2) <sup>b</sup>	11(32.4)	67-98%	12(32.4)	8(23.5)
34-66%	11(29.8)	14(41.1)	34-66%	8(21.7)	2(5.9)
1-33%	10(27.0)	9(26.5)	1-33%	17(45.9)	24(70.6)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)
$\chi^2 = 1.21, d.f. = 2, p < .70$			$\chi^2 = 5.48, d.f. = 2, p < .10$		

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	16(43.2)	12(32.4)	67-98%	11(32.4)	8(23.5)
34-66%	11(29.8)	8(21.7)	34-66%	14(41.1)	2(5.9)
1-33%	10(27.0)	17(45.9)	1-33%	9(26.5)	24(70.6)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)
$\chi^2 = 2.86, d.f. = 2, p < .30$			$\chi^2 = 16.29, d.f. = 2, p < .001$		

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

TABLE 16

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Self-Reliance<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	9(24.3) <sup>b</sup>	7(20.6)	67-98%	15(40.5)	11(32.4)
34-66%	13(35.2)	5(14.7)	34-66%	3(8.1)	3(8.8)
1-33%	15(40.5)	22(64.7)	1-33%	19(51.4)	20(58.8)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 5.01, \text{ d.f.} = 2, p < .10$$

$$\chi^2 = .52, \text{ d.f.} = 2, p < .80$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	9(24.3)	15(40.5)	67-98%	7(20.6)	11(32.4)
34-66%	13(35.2)	3(8.1)	34-66%	5(14.7)	3(8.8)
1-33%	15(40.5)	19(51.4)	1-33%	22(64.7)	20(58.8)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)

$$\chi^2 = 8.22, \text{ d.f.} = 2, p < .02$$

$$\chi^2 = 1.48, \text{ d.f.} = 2, p < .50$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

TABLE 15  
 THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
 OBJECTIVE: COPING WITH STRESS

GROUP	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = .9722$ S.D. = .8333 $\sum X^2 = 59$ n = 36	$\bar{X} = 1.4722$ S.D. = .8889 $\sum X^2 = 107$ n = 36	t = 2.5615 d.f. = 35 p < .01
Control	$\bar{X} = 1.0000$ S.D. = .8438 $\sum X^2 = 54$ n = 32	$\bar{X} = 1.0625$ S.D. = .7500 $\sum X^2 = 54$ n = 32	t = 0 d.f. = 31
--			
Experimental- Control t**	t = .0874 d.f. = 66 p < .35	t = 1.0800 d.f. = 66 p < .25	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 17

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Withdrawing Tendencies<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	4(10.8) <sup>b</sup>	2(5.9)	67-98%	5(13.5)	3(8.8)
34-66%	11(29.7)	6(17.6)	34-66%	12(32.4)	4(11.80)
1-33%	22(59.5)	26(76.5)	1-33%	20(54.1)	27(79.4)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)
$\chi^2 = 2.35, d.f. = 2, p < .50$			$\chi^2 = 5.43, d.f. = 2, p < .10$		
EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	4(10.8)	5(13.5)	67-98%	2(5.9)	3(8.8)
34-66%	11(29.7)	12(32.4)	34-66%	6(17.6)	4(11.8)
1-33%	22(59.5)	20(54.1)	1-33%	26(76.5)	27(79.4)
Total	37(100.0)	37(100.0)	Total	34(100.0)	34(100.0)
$\chi = .25, d.f. = 2, p < .90$			$\chi = .62, d.f. = 2, p < .80$		

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

these seventh graders have either gained or lost self-reliance, so that the category is now depleted to 8.17 per cent while the upper third has increased by 16.0 per cent and the bottom third has increased by 11.0 per cent. The program was effective in pressing for self-reliance and was successful in more instances than not, indicating acceptance of Alternate Hypothesis E1 (see page 34). Similar but less striking results appear in the control figures. The freedom from withdrawing tendencies (Table 17) result in the acceptance of the Null Hypothesis. The final profile analysis indicates the boys appear to have gained more than the girls, with 12 of 19 boys showing some positive change. Only seven girls made some positive change, with one making definite positive change. An instance in which one of the boys who was physically smaller than most of the boys allowed a larger and physically rougher boy to help him thread a movie projector for the purpose of making the bigger boy feel important and react better is illustrative of such changes. This was a significant change for the smaller boy because he had always felt very uncomfortable around the larger boy. At the beginning of the program, one girl chose the route of verbally lashing out or withdrawing whenever faced with an upsetting situation. By the end of the program, she usually made some attempt to talk out her problems for the purpose of understanding what was happening to her and then attempting to resolve the problem. Inevitably, a few decreased in their ability to cope with stress as a result of the process of maturation, home and school conditions, and perhaps the program. There is sufficient evidence, however, to indicate that this particular objective was achieved during the demonstration phase of the project.

#### A2.0 Developing an understanding of self and the use of self in relating to others.

This is an extremely important objective of the program. A part of the program design was that of helping children who have not had many good experiences because of their social background and low level of achievement in social and academic situations, to achieve success and, thereby, gain confidence in themselves. "I can understand myself and who I am and what I can do," said one girl who benefitted greatly from the program. A boy who had had everything against him and nothing for him felt that he had changed as a result of studying about teen-agers: "Because I used to keep saying, 'I can't do it' but I know if I try, I can." There is increasing understanding on the part of some of the experimentals, but they are reluctant to feel that anyone else understands them. "Yes, I understand myself, but everyone else does not." (See Appendix D, Part III.) The understanding gained from the project seems to reduce problems in social relations among experimental subjects and enable them to enjoy more successes with the younger children. This, in turn, leads to better self-concept.

Not only do the experimental seventh graders themselves feel that they have changed for the better, but their parents and teachers think so, too. The simple comment that their children were now more self-confident is buttressed by such comments as, "My daughter used to just sit when a stranger came to our house or go off by herself, but now she will talk with these people." A rather domineering mother said of her teen-age son, "I think he's growing up." In a few cases the parents perceived the child as becoming not only more self-confident but also more "sassy." (See Appendix D.) While the program may have contributed some to "sassiness" by helping seventh graders to be able to speak out with adults, it is considered by both the personnel of the program

and the parents as being a result of the maturation process rather than of the program.

The teachers noted this change in increasing self-confidence in different ways. (See Appendix D, Parts I and II.) For some, the verbal expressions seemed to be better, and increasing attention was given to caring for one's clothes, hair, complexion, etc. Ability to do things well in the kindergarten situation was another indication of positive change. The parents, too, had several comments regarding the teens' increasing attention to good grooming. While this is "somewhat" natural, there were several cases in which drastic changes were directly attributable to the program. However, neither of these changes is significant at the .05 level. Tables 20 through 23 contain results of the scales.

The question may now be asked, "Do the objective data indicate that the self-concepts of the experimental subjects have improved more than self-concepts of the control subjects?" Two kinds of testing are appropriate. The first method of testing is the Michigan State University Self-Concept Test. A low score on this is indicative of a high self-concept. In Table 18, the self-concept of school ability tends to get better for both groups over the year but neither change is significant at the .05 level and Null Hypothesis B is accepted (see page 33). The mean change in the experimentals from 20.63 to 19.73 is, however, greater than the change in the controls from 20.83 to 20.31. According to Table 19, the importance of grades decreased during the year for both the experimental and control groups. The experimental group had a lower concept of their ability to earn grades at the end of the year than did the controls, and the decrease was greater. However, neither of these changes was significant at the .05 level. Tables 20 through 23 contain the results of scales on the teens' perceptions of parents', friends', and teachers' judgments as to their ability to receive good grades. The controls increased in this self-concept. However, Null Hypothesis B is accepted (Tables 18-23). Without knowledge of the relationships between the control students and their teachers during the year, it would be inappropriate to attempt explanation for the positive change.

The major scales and subscales on the California Test of Personality utilized in the analysis of this objective reveal some rather interesting phenomena. The sense of personal worth among the control subjects (see Table 24) almost reached the .05 level of significance from pre- to post-test times in a negative direction. This change was not evident in the experimental subjects. The comparison of experimentals and controls shows the experimental subjects being significantly higher at the .05 level at post-test time. There was no significant difference between the two groups at the pre-test time, and Alternate Hypothesis D1 is accepted (see page 34). The only significant feature of the information presented in Table 25 (Null Hypothesis D accepted) on feelings of belonging is that teen-agers tend to feel that they do not belong with other people as they enter the troubling years. The scale on social standards (see Table 26) fails to tell much about the effects of the program on the seventh graders. Hypothesis D5 is accepted. (See page 34) However, it does tell something about the effects of saturation and the new experiences in the seventh grade on them. Their social standards drop drastically. There are no significant differences between the experimental and control subjects at pre- or post-test times. However, both the experimentals and the controls dropped significantly from pre- to post-test time. The only slight differential in the two is that the

TABLE 18

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
 SELF-CONCEPT: SCHOOL ABILITY

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 20.6757$ S.D. = 3.6216 $\sum X^2 = 16305$ n = 37	$\bar{X} = 19.7297$ S.D. = 4.3784 $\sum X^2 = 15110$ n = 37	t = - .9987 d.f. = 36 p < .25
Control	$\bar{X} = 20.8286$ S.D. = 3.7143 $\sum X^2 = 15665$ n = 35	$\bar{X} = 20.3143$ S.D. = 4.1143 $\sum X^2 = 15035$ n = 35	t = -.7068 d.f. = 34 p < .25
Experimental- Control t**	t = .0303 d.f. = 70 p < .35	t = .1195 d.f. = 70 p < .35	

<sup>a</sup>

See Appendix A, Part II

\*One tailed t-test for correlated groups

\*\*One tailed t-test for uncorrelated groups

TABLE 19

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## SELF-CONCEPT: IMPORTANCE OF GRADES

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 12.7838$ S.D. = 3.5135 $\sum X^2 = 6503$ n = 37	$\bar{X} = 14.1622$ S.D. = 4.1622 $\sum X^2 = 8064$ n = 37	t = 1.2344 d.f. = 36 p < .25
Control	$\bar{X} = 12.1429$ S.D. = 3.6000 $\sum X^2 = 5613$ n = 35	$\bar{X} = 13.1143$ S.D. = 4.3714 $\sum X^2 = 6685$ n = 35	t = 1.0235 d.f. = 34 p < .25
Experimental- Control t**	t = .2069 d.f. = 70 p < .35	t = .3062 d.f. = 70 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 20

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## SELF-CONCEPT: PARENTS' ESTIMATE OF ABILITY

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 18.2162$ S D = 3.4054 $\sum X^2 = 12708$ n = 37	$\bar{X} = 19.0541$ S.D. = 3.2973 $\sum X^2 = 13833$ n = 37	t = .9118 d.f. = 36 p < .25
Control	$\bar{X} = 19.0571$ S.D. = 3.3429 $\sum X^2 = 13105$ n = 35	$\bar{X} = 19.2857$ S.D. = 3.9714 $\sum X^2 = 13567$ n = 35	t = .3669 d.f. = 34 p < .35
Experimental- Control t**	t = .1851 d.f. = 70 p < .35	t = .0496 d.f. = 70 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 21

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## SELF-CONCEPT: FRIENDS' ESTIMATE OF ABILITY

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 18.2162$ S.D. = 2.8378 $\sum X^2 = 12578$ n = 37	$\bar{X} = 19.1081$ S.D. = 2.7568 $\sum X^2 = 13793$ n = 37	t = .9338 d.f. = 36 p < .25
Control	$\bar{X} = 18.0000$ S.D. = 2.4571 $\sum X^2 = 11550$ n = 35	$\bar{X} = 18.9143$ S.D. = 2.8857 $\sum X^2 = 12814$ n = 35	t = .8872 d.f. = 34 p < .25
Experimental- Control t**	t = .0494 d.f. = 70 p < .35	t = .0422 d.f. = 70 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 22

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
 SELF-CONCEPT: TEACHERS' ESTIMATE OF ABILITY

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 18.6486$ S.D. = 2.7568 $\sum X^2 = 13150$ n = 37	$\bar{X} = 18.8378$ S.D. = 3.5676 $\sum X^2 = 13603$ n = 37	t = .2936 d.f. = 36 p < .35
Control	$\bar{X} = 19.1429$ S.D. = 3.4857 $\sum X^2 = 13254$ n = 35	$\bar{X} = 18.2571$ S.D. = 3.5714 $\sum X^2 = 12113$ n = 35	t = -.9046 d.f. = 34 p < .25
Experimental- Control t**	t = .1071 d.f. = 70 p < .35	t = .1284 d.f. = 70 p < .35	

<sup>a</sup> See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 23

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>  
 SELF CONCEPT: ATTITUDE TOWARD SCHOOL

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 8.2973$ S.D. = .9459 $\sum X^2 = 2581$ n = 37	$\bar{X} = 8.0000$ S.D. = .9459 $\sum X^2 = 2402$ n = 37	$t = -.8110$ d.f. = 36 $p < .25$
Control	$\bar{X} = 8.0286$ S.D. = .9143 $\sum X^2 = 2285$ N = 35	$\bar{X} = 8.1714$ S.D. = 1.3143 $\sum X^2 = 2398$ N = 35	$t = .4635$ d.f. = 34 $p < .30$
Experimental Control t**	$t = .1367$ d.f. = 70 $p < .35$	$t = .0878$ d.f. = 70 $p < .35$	

<sup>a</sup> See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 24

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Sense of Personal Worth<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	17 (45.9) <sup>b</sup>	13 (38.2)	67-98%	17 (45.9)	8 (23.5)
34-66%	7 (19.0)	10 (29.4)	34-66%	8 (21.7)	5 (14.7)
1-33%	13 (35.1)	11 (32.4)	1-33%	12 (32.4)	21 (61.8)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = 1.10, \text{ d.f. } = 2, p < .70$$

$$\chi^2 = 6.27, \text{ d.f. } = 2, p < .05$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	(17 (45.9))	17 (45.9)	67-98%	13 (38.2)	8 (23.5)
34-66%	7 (19.0)	8 (21.7)	34-66%	10 (29.4)	5 (14.7)
1-33%	13 (35.1)	12 (32.4)	1-33%	11 (32.4)	21 (61.8)
Total	37 (100.0)	37 (100.0)	Total	34 (100.0)	34 (100.0)

$$\chi^2 = .11, \text{ d.f. } = 2, p < .95$$

$$\chi^2 = 5.98, \text{ d.f. } = 2, p < .10$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

TABLE 25

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Feeling of Belonging<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	13 (35.1) <sup>b</sup>	9 (26.5)	67-98%	14 (37.8)	10 (29.4)
34-66%	14 (37.9)	12 (35.3)	34-66%	7 (19.0)	7 (20.6)
1-33%	10 (27.0)	13 (38.2)	1-33%	16 (43.2)	17 (50.0)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = 1.15, \text{ d.f.} = 2, p < .70$$

$$\chi^2 = .57, \text{ d.f.} = 2, p < .80$$

EXPERIMENTAL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	13 (35.1)	14 (37.8)
34-66%	14 (37.9)	7 (19.0)
1-33%	10 (27.0)	16 (43.2)
Total	37 (100.0)	37 (100.0)

$$\chi^2 = 3.76, \text{ d.f.} = 2, p < .20$$

CONTROL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	9 (26.5)	10 (29.4)
34-66%	12 (35.3)	7 (20.6)
1-33%	13 (38.2)	17 (50.0)
Total	34 (100.0)	34 (100.0)

$$\chi^2 = 1.90, \text{ d.f.} = 2, p < .50$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

TABLE 26

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Social Standards<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	18 (48.6) <sup>b</sup>	22 (64.7)	67-98%	7 (18.9)	6 (17.6)
34-66%	11 (29.8)	7 (20.6)	34-66%	5 (13.5)	3 (8.9)
1-33%	8 (21.6)	5 (14.7)	1-33%	25 (67.6)	25 (73.5)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = 1.86, \text{ d.f.} = 2, p < .50$$

$$\chi^2 = .45, \text{ d.f.} = 2, p < .80$$

#### EXPERIMENTAL GROUP SCORES

	Test Time	
	Pre-Test	Post-Test
67-98%	18 (48.6)	7 (18.9)
34-66%	11 (29.8)	5 (13.5)
1-33%	8 (21.6)	25 (67.6)
Total	37 (100.0)	37 (100.0)

$$\chi^2 = 15.85, \text{ d.f.} = 2, p < .001$$

#### CONTROL GROUP SCORES

	Test Time	
	Pre-Test	Post-Test
67-98%	22 (64.7)	6 (17.6)
34-66%	7 (20.6)	3 (8.9)
1-33%	5 (14.7)	25 (73.5)
Total	34 (100.0)	34 (100.0)

$$\chi^2 = 24.08, \text{ d.f.} = 2, p < .001$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

experimentals were represented more frequently in the lower third than the controls at pre-test time, but the controls were represented more frequently in the lower third at post-test time. On the major subscale of social adjustment (see Table 27) there is no significant difference at pre- or post-test times between the experimental and control groups, in which case Null Hypothesis D is accepted (see page 34 .) There was a significant drop during the year for the control group on this scale, but there was not for the experimental group indicating some success for the program. On the scale for total adjustment (see Table 28) there is no significant difference between the controls and experimentals at pre-test time, but the experimentals are significantly higher at post-test time. Alternate Hypothesis D1 is accepted (see page 34).

The data and information presented so far have been with regard to the group. The profile analysis, an analysis of change on the part of the individual children made during the year, reflects the same phenomena noted in the group evaluation; namely, that most of the experimentals (20) experienced positive change during the year. Of these 20, eight girls and ten boys experienced some positive change, and two girls experienced definite positive change. Of the remaining 17, there were eight girls and six boys who were evaluated as making no major change during the school year, either positive or negative, and, on the negative side of the ledger, there were three boys whose scores showed some negative change. These results would indicate that a majority of both boys and girls experienced some positive change during the year, but it was, in general, more favorable for girls than for boys. It is possible that the fact that there was no male teacher on the teaching team (as had been originally requested), may have been a factor in this sex-related change. Since there is to be a male teacher on the team for the coming phase of the project (1968-69), it will be possible to note if this difference still exists for the next group of seventh graders to participate in the project.

A few tentative generalizations may now be made after the completion of the first demonstration phase of the project. As was stated in the evaluation of the pilot phase, "First, and most important, a majority of those experimentals who did experience change in self-concept during the program perceived themselves in a more favorable light, while only a few became more negative." (See page 48.) A concerted effort was made during both the pilot and demonstration phases of the project to get the teen-agers to think about what they are, who they are, and what they are going to be in the future. This, in conjunction with participation in the kindergarten tutorial program, has helped these teen-agers to understand themselves better. In some cases, they understand themselves better than do the control subjects, while in some cases they are simply less confused than the control subjects. In either event, the judgment is made that the study of human growth and development and the participation in the tutorial program have helped the experimentals to have more favorable self-concepts than normally would be expected of young teen-agers, especially those from the somewhat disadvantaged background. The year-long demonstration phase seems to have made the program more effective than the half-year pilot study. In the evaluation of the pilot study, it was mentioned that perhaps in this sort of program in which topics of a very personal nature are discussed and studied in depth, it is necessary for a full cycle to occur. A full cycle means that the subjects would probably go through an initial positive phase, gradually working into a rather negative phase, and then gradually returning to either the

TABLE 27

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Social Adjustment<sup>a</sup>

Pre-Test Scores			Post-Test Scores		
Group			Group		
Experimental		Control	Experimental		Control
67-98%	13 (35.1) <sup>b</sup>	11 (32.4)	67-98%	6 (16.2)	4 (11.8)
34-66%	9 (24.4)	9 (26.4)	34-66%	11 (29.7)	5 (14.7)
1-33%	15 (40.5)	14 (41.2)	1-33%	20 (54.1)	25 (73.5)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = .07, \text{ d.f.} = 2, p < .98$$

$$\chi^2 = 3.08, \text{ d.f.} = 2, p < .30$$

EXPERIMENTAL GROUP SCORES		
Test Time		
	Pre-Test	Post-Test
67-98%	13 (35.1)	6 (16.2)
34-66%	9 (24.4)	11 (29.7)
1-33%	15 (40.5)	20 (54.1)
Total	37 (100.0)	37 (100.0)

$$\chi^2 = 3.49, \text{ d.f.} = 2, p < .20$$

CONTROL GROUP SCORES		
Test Time		
	Pre-Test	Post-Test
67-98%	11 (32.4)	4 (11.8)
34-66%	9 (26.4)	5 (14.7)
1-33%	14 (41.2)	25 (73.5)
Total	34 (100.0)	34 (100.0)

$$\chi^2 = 7.51, \text{ d.f.} = 2, p < .05$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses

TABLE 28

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Total Adjustment<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	10 (27.0) <sup>b</sup>	6 (17.6)	67-98%	4 (10.8)	4 (11.8)
34-66%	13 (35.2)	9 (26.5)	34-66%	15 (40.6)	3 (8.8)
1-33%	14 (37.8)	19 (55.9)	1-33%	18 (48.6)	27 (79.4)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = 2.36, \text{ d.f.} = 2, p < .50$$

$$\chi^2 = 9.69, \text{ d.f.} = 2, p < .01$$

EXPERIMENTAL GROUP SCORES			CONTROL GROUP SCORES		
	Test Time			Test Time	
	Pre-Test	Post-Test		Pre-Test	Post-Test
67-98%	10 (27.0)	4 (10.8)	67-98%	6 (17.6)	4 (11.8)
34-66%	13 (35.2)	15 (40.6)	34-66%	9 (26.5)	3 (8.8)
1-33%	14 (37.8)	18 (48.6)	1-33%	19 (55.9)	27 (79.4)
Total	37 (100.0)	37 (100.0)	Total	34 (100.0)	34 (100.0)

$$\chi^2 = 3.21, \text{ d.f.} = 2, p < .20$$

$$\chi^2 = 4.79, \text{ d.f.} = 2, p < .10$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

original positive position or at worst, a relatively weak negative or neutral position. In this program, many of the teens became more positive. This evidence was noted by the project teacher and staff, the observer\*, the consultants, and other persons who observed what went on in the classroom settings of the Teen Tutorial Project. It is thereby concluded that this objective was achieved for most of the experimental subjects during the year-long demonstration.

### A3.0 Developing an awareness of parents as people with problems and recognition of the parenting role as it relates to self.

On the tutorial objective test, there are two sections testing change in the family; namely, family situations and family relations (see Tables 29 and 30). The results on these two tests are paradoxical. The mean score for both the experimental and control subjects on family situations dropped significantly, with the drop for the experimental subjects being greater than that for the controls (null hypothesis accepted). However, the results are not the same for family relations, wherein we note that the experimental subjects increase significantly from 1.1 to 1.4, and the control subjects drop from 1.3 to 1.2. The latter data would indicate a favorable result for this objective and Alternate Hypothesis C1 is accepted (see page 33). On the basis of the scale on family relations of the California Test of Personality, it appears that the latter result above is the more correct, for Alternate Hypothesis D1 is accepted (see page 34). Table 31 shows that there is no significant change for either experimentals or controls, on the family relation from pre- to post-test time. The lack of statistical significance at the .05 level between the experimentals and controls at pre-test time on this scale is accentuated at post-test time, where the experimentals are significantly higher than the controls. Alternate Hypothesis D1 is accepted (see page 34). These objective tests would indicate mixed results, but the preponderance of evidence seems to be in the direction of favorable results for the experimentals and unfavorable results for the controls.

The experimentals were capable of making comments in front of their peers and teachers that indicate some understanding of what goes on at home. A rather quiet boy mentioned that the differences in the dispositions of his parents meant that his mother put more restrictions on him than did his father. He felt that he was rather shy and backward primarily because of his father's submissiveness which the boy evaluated as not being good. In other cases, experimental subjects did not understand why the father or mother or both acted in such a coercive manner. In these cases, seventh graders had difficulty accepting the parents' way of doing things. (At least one girl's perception of her parents being coercive was verified by the social worker.) Most of the comments from teachers, parents, and the children indicated somewhat improved relations at home. When one girl no longer resented as much the housework for which she was responsible, she began to talk more frequently and in greater depth with her mother. Comments by parents during the final home interviews range from,

\*The services of an exceptionally well qualified retired elementary school principal were obtained to act as a periodic observer. This person used a specially prepared form for making evaluatory reports.

TABLE 29

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: FAMILY SITUATIONS

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.9722$ S.D. = 1.1944 $\sum X^2 = 941$ n = 36	$\bar{X} = 4.1667$ S.D. = 1.6944 $\sum X^2 = 728$ n = 36	t = -1.9589 d.f. = 35 p < .05
Control	$\bar{X} = 4.6250$ S.D. = 1.3438 $\sum X^2 = 742$ n = 32	$\bar{X} = 4.4375$ S.D. = 1.7813 $\sum X^2 = 732$ n = 32	t = -1.8750 d.f. = 31 p < .05
Experimental- Control t**	t = .2825 d.f. = 66 p < .35	t = .2370 d.f. = 66 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 30

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: FAMILY RELATIONS

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 1.0833$ S.D. = .6389 $\sum X^2 = 57$ n = 36	$\bar{X} = 1.3611$ S.D. = .6667 $\sum X^2 = 83$ n = 36	t = 1.9345 d.f. = 35 p < .05
Control	$\bar{X} = 1.2500$ S.D. = .6250 $\sum X^2 = 62$ n = 32	$\bar{X} = 1.2188$ S.D. = .7500 $\sum X^2 = 65$ n = 32	t = -.563 d.f. = 31 p < .30
Experimental- Control t	t = .5110 d.f. = 66 p < .30	t = .3943 d.f. = 66 p < .35	

See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 31

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Family Relations<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	9(24.3) <sup>b</sup>	8(23.5)	67-98%	8(21.6)	3( 8.8)
34-66%	16(43.3)	7(20.6)	34-66%	15(40.6)	8(23.6)
1-33%	12(32.4)	19(55.9)	1-33%	14(37.8)	23(67.6)
Total	37(100.0)	34(100.0)	Total	37(100.0)	34(100.0)

$$\chi^2 = 5.04, \text{ d.f.} = 2, p < .10$$

$$\chi^2 = 6.48, \text{ d.f.} = 2, p < .05$$

EXPERIMENTAL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	9(24.3)	8(21.6)
34-66%	16(43.3)	15(40.6)
1-33%	12(32.4)	14(37.8)
Total	37(100.0)	37(100.0)

$$\chi^2 = .24, \text{ d.f.} = 2, p < .90$$

CONTROL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	8(23.5)	3(8.8)
34-66%	7(20.6)	8(23.6)
1-33%	19(55.9)	23(67.6)
Total	34(100.0)	34(100.0)

$$\chi^2 = 2.72, \text{ d.f.} = 2, p < .30$$

<sup>a</sup>See Appendix A, Part I for a description of this scale.

<sup>b</sup>Percentages are in parentheses.

"My son is now more considerate toward me" to "She's getting too sassy." (See Appendix D, Parts I, III, and IV.)

Some of the experimentals gained insight into their parents as people who have problems: "Yes, I do understand this. They have feelings, too, and before this I always thought they didn't have troubles." This recognition that parents do have feelings and problems, etc., seemed to be a great revelation to some of the children. The revelation was effective in that experimental subjects became more positive toward their parents. The true test of this is to see how the teen-agers will handle things when they become parents themselves. If we may take their word for it, they will be better parents: "Yes, I'm sure it can help me because I know the problems families can have, and why they have them." The explicit hopeful result is expressed in one reply: "Yes, I think I'll understand the problems parents face and can be a better parent when I grow up because you get an idea of how hard life really is, so it can help you to be a better parent."

There is an increased tendency for the teen-agers to become independent of their parents. As this independence is in the making, naturally, parent-child problems arise. It seems to be evident that the study of problems people face within families and the ways these problems can be resolved has given the experimental seventh graders an increased understanding of (1) their relationship with their family and (2) their relationship with the family they might develop in the future. In this sense, this objective was achieved for the demonstration phase of the program.

#### A4.0 Developing an awareness of community services available to families and children and the responsibility for participation in the provision of services.

In the limited pilot phase of the project, it was not possible to make a concerted effort to help the teen-agers understand community services. Consequently, particular attention centers upon the results of this objective in the demonstration phase of the project. Several different items regarding community services were included on the tutorial objective test (Tables 32 through 37). At the beginning of the year, it is especially interesting to note that in every case the inner-city Barrett control group had a higher mean score than the experimentals, indicative of their increased contact with, and, therefore, understanding of, community services. Differences between the two groups at post-test time were not statistically significant. Null Hypothesis B (see page 33) is accepted for Tables 32, 33, 35, and 37. It is interesting to note the direction of change for each of the groups. The experimental subjects' mean score on each of these tests increased from pre- to post-test times. The same was not true for the control subjects. On three parts of the tests, their mean score decreased, two increased, and one did not change. With one exception (see Table 34) the experimental post-test scores were higher than the control scores. On this particular test, community support for agencies, the experimentals increased significantly from pre- to post-test times at the .05 level. Alternate Hypothesis C1 (see page 33) is accepted. The same is true for Table 36, Help for Community Services. For further

TABLE 32

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: COMMUNITY AGENCY SERVICES

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.9722$ S.D. = 1.2222 $\sum X^2 = 943$ n = 36	$\bar{X} = 5.0556$ S.D. = 1.1667 $\sum X^2 = 968$ n = 36	t = .5919 d.f. = 35 p < .30
Control	$\bar{X} = 5.1250$ S.D. = 1.0625 $\sum X^2 = 876$ n = 32	$\bar{X} = 4.8438$ S.D. = 1.1563 $\sum X^2 = 793$ n = 32	t = -.9720 d.f. = 31 p < .25
Experimental-	t = .1200 d.f. = 66 p < .35	t = .1688 d.f. = 66 p < .35	

See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 33  
THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS  
OBJECTIVE: LOCAL HEALTH DEPARTMENT

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.7500$ S.D. = 1.2778 $\sum X^2 = 871$ n = 36	$\bar{X} = 5.0833$ S.D. = 1.1944 $\sum X^2 = 981$ n = 36	t = 1.1279 d.f. = 35 p < .25
Control	$\bar{X} = 5.4063$ S.D. = 1.0625 $\sum X = 971$ n = 32	$\bar{X} = 5.0625$ S.D. = .9375 $\sum X = 848$ n = 32	t = -.9764 d.f. = 31. p < .25
Experimental- Control t**	t = .5114 d.f. = 66 p < .30	t = .0163 d.f. = 66 p < .35	

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<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 34

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: COMMUNITY SUPPORT FOR AGENCIES

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 2.8889$ S.D. = 1.0000 $\chi^2 = 336$ n = 36	$\bar{X} = 3.3056$ S.D. = .6111 $\chi^2 = 407$ n = 36	$t = 1.7560$ d.f. = 35 $p < .05$
Control	$\bar{X} = 3.4688$ S.D. = .6563 $\chi^2 = 399$ n = 32	$\bar{X} = 3.5000$ S.D. = .7813 $\chi^2 = 412$ n = 32	$t = .2694$ d.f. = 31 $p < .35$
Experimental- Control t	$t = .7148$ d.f. = 66 $p < .35$	$t = .2272$ d.f. = 66 $p < .35$	

<sup>a</sup> See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 35

## THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS

OBJECTIVE: COMMUNITY AGENCIES MONEY RECEIVED

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 3.7222$ $S.D. = 1.2500$ $\sum X^2 = 554$ $n = 36$	$\bar{X} = 3.8333$ $S.D. = 1.5278$ $\sum X^2 = 614$ $n = 36$	$t = .5527$ $d.f. = 35$ $p < .30$
Control	$\bar{X} = 3.7813$ $S.D. = 1.2813$ $\sum X^2 = 509$	$\bar{X} = 3.7813$ $S.D. = 1.2813$ $\sum X^2 = 509$	$t = 0$ $d.f. = 31$ $p < .$
Experimental- Control t**	$t = .0603$ $d.f. = 66$ $p < .35$	$t = .0519$ $d.f. = 66$ $p < .35$	

See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 36

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

OBJECTIVE: HELP FROM COMMUNITY SERVICES

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.1389$ S.D. = 1.6944 $\sum X^2 = 719$ n = 36	$\bar{X} = 4.8889$ S.D. = 1.3611 $\sum X^2 = 926$ n = 36	t = 1.8505 d.f. = 35 p < .05
Control	$\bar{X} = 4.4375$ S.D. = 1.2500 $\sum X^2 = 680$ n = 32	$\bar{X} = 4.5000$ S.D. = 1.4375 $\sum X^2 = 714$ n = 32	t = .3377 d.f. = 31. p < .35
Experimental-	t = .3699 d.f. = 66 p < .35	t = .3212 d.f. = 66 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

TABLE 37

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## OBJECTIVE: COMMUNITY SERVICES

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 9.6111$ S.S. = 2.7500 $\chi^2 = 3598$ n = 36	$\bar{X} = 9.8611$ S.S. = 1.9167 $\chi^2 = 3633$ n = 36	$t = 1.4900$ d.f. = 35 $p < .25$
Control	$\bar{X} = 10.0000$ S.D. = 1.9063 $\chi^2 = 3316$ n = 32	$\bar{X} = 9.8125$ S.D. = 2.4063 $\chi^2 = 3268$ n = 32	$t = -.8527$ d.f. = 31 $p < .25$
Experimental- Control t**	$t = .1564$ d.f. = 66 $p < .35$	$t = .0155$ d.f. = 66 $p < .35$	

See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

information as an indirect measure of this objective it is considered appropriate to look at the scale on the California Test of Personality on community relations. No significant differences occur on this scale, Null Hypothesis D (see page 34) being accepted. Some insight can be gained, however, by looking at the pre-test and post-test changes for each of the groups. The upper third category for the experimentals increased from 29.7 to 43.2 from pre- to post-test times, while the lower third decreased from 40.5 to 16.2. The reverse is true for the controls, the upper third category decreasing from 38.2 to 29.4 and the lower category increasing from 26.5 to 41.2 per cent. This is, perhaps, indicative of the experimentals' increased understanding of what the community stands for and that they, as people have had an opportunity to know more about communities and their services and have a greater affinity with the community.

The concerted effort toward helping the seventh graders become aware of community services available to families and children and the responsibility of individuals to participate in the provision of these services consisted of numerous field trips to community agencies and institutions (see page 22), talks by and discussions with persons from community agencies in the experimental classroom, and units on different kinds of social services. A review of the experimentals' comments regarding these field trips reveals change in attitude. The initial response is, "I didn't know they had so many." In support of the attainment of this goal as well as the goal of helping the parents to understand these things, one boy commented, "I try to encourage my parents to know about them." (See Appendix D, Part III.) This latter point is borne out by the fact that several of the experimental subjects' parents mentioned in the final home interview the reactions that the seventh graders had concerning visits to many of the community service agencies and institutions. The comments ranged from "It's much better than Johnny had thought it was," to "It's great what they're (community agencies) doing for them." (See Appendix D, Part IV.)

The conclusion reached in the pilot phase of the project, that some progress was made toward achieving this goal, is repeated for the demonstration phase. We may conclude that, with the kinds of information gained from the field trips to community service agencies and institutions supplemented by classroom study and visits to the classroom by community service personnel, the program has been effective in helping the children and their parents understand more about the community services available to all people, regardless of their background.

- A5.0 Increasing their ability to communicate verbally and non-verbally with pre-school children, with peers, and with adults through demonstration, observation, speaking, listening, reading, and writing.
- A5.1 A demonstrable increase in verbal communications with pre-school children, peers and adults.
- A5.2 A demonstrable increase in non-verbal communications with pre-school children, peers and adults.

TABLE 38

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,  
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

Community Relations<sup>a</sup>

PRE-TEST SCORES			POST-TEST SCORES		
	Group			Group	
	Experimental	Control		Experimental	Control
67-98%	11 (29.7) <sup>b</sup>	13 (38.2)	67-98%	16 (43.2)	10 (29.4)
34-66%	11 (29.8)	12 (35.3)	34-66%	15 (40.6)	10 (29.4)
1-33%	15 (40.5)	9 (26.5)	1-33%	6 (16.2)	14 (41.2)
Total	37 (100.0)	34 (100.0)	Total	37 (100.0)	34 (100.0)

$$\chi^2 = 1.59, \text{ d.f. } = 2, p < .50$$

$$\chi^2 = 5.47, \text{ d.f. } = 2, p < .10$$

EXPERIMENTAL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	11 (29.7)	16 (43.2)
34-66%	11 (29.8)	15 (40.6)
1-33%	15 (40.5)	6 (16.2)
Total	37 (100.0)	37 (100.0)

$$\chi^2 = 5.40, \text{ d.f. } = 2, p < .10$$

CONTROL GROUP SCORES		
	Test Time	
	Pre-Test	Post-Test
67-98%	13 (38.2)	10 (29.4)
34-66%	12 (35.3)	10 (29.4)
1-33%	9 (26.5)	14 (41.2)
Total	34 (100.0)	34 (100.0)

$$\chi^2 = 1.66, \text{ d.f. } = 2, p < .50$$

<sup>a</sup> See Appendix A, Part I for a description of this scale.

<sup>b</sup> Percentages are in parentheses.

According to the final profile analysis, 31 of the 37 experimentals experienced positive change during the year with regard to communication with young children, peers, and adults. As might be expected, some (six) made no discernible change in these areas. "This boy is adept," said one teacher on a post-test evaluation, "at keeping several children involved in a lesson by giving simple instructions, asking appropriate questions, and setting up materials, including visual aids and manipulative devices so as to keep all of the children occupied." This comment is illustrative of other such comments made by both parents and teachers regarding the seventh graders' increased ability to communicate with younger children (Appendix D, Parts I and IV). Though it is inconceivable for one who has been around a talkative teen-age girl or boy to realize that some of the teen-agers do not know how to express themselves well with their peers or other people, some of the experimentals were actually so shy that it was difficult for them to speak loudly or clearly or, in some cases, to speak at all. "Over the year this Teen Tutor (girl) made much progress in being able to express her ideas in small-group discussion with her peers." For others, progress was made in using standard English and, in general, knowing how to communicate with one's peers.

It is an accepted fact that most teen-agers experience greatest difficulty in communicating with adults, especially their parents and teachers. (See Appendix D, Parts I and IV.) The mother of one particularly negative boy reported that he talked with her more about life and that he was not quite as "clammed up" as he had formerly been. She even indicated that she could get him to clean up or get his hair cut just by talking to him. This appeared to be quite a change in him. The teachers indicated that some of the students spoke more freely and openly as individuals with them at the end of the year concerning some problems they had. Experimental students sought out the teacher with whom they felt most compatible in order to find this help. Not until part-way through the second semester did a negative girl initiate communication between herself and the social worker. Once the relationship was established a series of conferences was held to discuss questions of great concern to this teen-ager. On other occasions during the year, some of the experimentals made suggestions to the teachers about how they thought some of the less cooperative class members could be controlled. It was apparent to many who observed in the classroom that the communication between the students and their teachers was definitely more open and free than it was in the normal classroom. It may be concluded, therefore, that the experimentals did make some positive gains during the year with regard to communicating with pre-school children, their peers, and adults.

#### A6.0 Acquiring knowledge of and similarity to other races and cultures.

It was apparent to the teachers during the year that this subject could not be covered adequately because of their respective backgrounds and the limitation of time. Peripherally, however, the subject of other races and cultures was discussed. Table 39 contains the only item of information regarding race relations. From this table we find that both the experimental and control groups increased, but there are no significant differences. (Null Hypothesis B is accepted, see page 33). A thorough evaluation of this objective will be attempted during the next phase of the project, in which world cultures and race relations will constitute a significant topic of study.

TABLE 39

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS<sup>a</sup>

## Objective: Race Relations

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = .6389$ S.D. = .4722 $\sum x^2 = 23$ n = 36	$\bar{X} = .6667$ S.D. = .4722 $\sum x^2 = 24$ n = 36	t = .9893 d.f. = 35 p < .25
Control	$\bar{X} = .5938$ S.D. = .5000 $\sum x^2 = 19$ n = 32	$\bar{X} = .6250$ S.D. = .4688 $\sum x^2 = 20$ n = 32	t = .9842 d.f. = 31 p < .25
Experimental- Control t**	t = .2323 d.f. = 66 p < .35	t = .2339 d.f. = 66 p < .35	

<sup>a</sup>See Appendix A, Part II

\*One-tailed t-test for correlated groups

\*\*One-tailed t-test for uncorrelated groups

**A7.0 Developing an acquaintance with kindergarten level literature, games and activities and the use of these to improve skills.**

It is extremely interesting to note the change in the experimentals from the beginning of the program to the end with regard to their ability to select and utilize different kinds of materials and techniques for teaching the kindergarten children. During the year they progressively learned how to select film strips, movies, books, records, flannel board and chalkboard materials, bulletin board materials, and other audio-visual aids for use in the kindergarten lessons. The observer\* was quite impressed on some occasions by the relatively sophisticated approaches and techniques the experimentals used in tutoring the kindergartners. Some of the more creative experimentals wrote stories, created puppet shows, etc., to present to the kindergartners. Obviously all of the experimentals were not this adept in being innovative. However, most of them were capable of making simple lesson plans and translating them into valuable tutorial experiences for their kindergarten children. A review of the profile evaluations indicates that 29 of the 37 experimentals were quite successful in achieving this goal. There appeared to be no differential on sex. A review of Appendix D is indicative of the wide range of abilities and acquaintances the seventh graders were able to develop during their year of tutorial experiences and observation.

\*The services of an exceptionally well qualified retired elementary school principal were obtained to act as a periodic observer. This person used a specially prepared form for making evaluatory reports.

## SUMMARY

## EVALUATION OF EDUCATION PROGRAM FOR PARENTS OF TEEN TUTORS

The experimental seventh graders' parents were contacted by the social worker at the beginning and the end of the year. During this personal visit the social worker had a chance to talk with the parent(s) of each teen about the strengths and weaknesses of the teen, about the family's relation with the teen, and their perception of the program and its effects on the teen. This personal contact by a program teacher (social worker) enabled her to convey to the parent(s) the nature of the program. Additionally, she encouraged participation in the parent meetings.

As a result of the unique nature of the program and the personal contact by the social worker, the parents of the Teen Tutors (experimental seventh graders) participated in the program more than would normally be expected for ordinary school programs. During a specially designated week in October, several of the parents visited the project classrooms and talked in small groups with members of the teaching team and the project director about the program. The program for education of parents was successful in attracting most of the parents of Teen Tutors to hear topics of a wide variety and to interact with the guest speakers. The parents who participated in the evening meetings--and most of them did--seemed to enjoy and benefit from the education program.

An informal education program was accomplished by the Teen Tutors in relaying things they had learned from the program to their parents. As indicated by the final home interviews, the parents were frequently impressed by the scope of the community service agencies visited by the students. Many of the teens, moreover, began to feel more free in communicating with their parents according to both the parents and the teens. Especially among the more disadvantaged families the parent-child relations were improved.

Overall, the education program for parents of Teen Tutors was more successful than during the pilot phase of the project, accomplishing much more than would normally be expected in the school district.

## OBJECTIVES OF THE EDUCATION PROGRAM FOR PARENTS OF TEEN TUTORS

- B1.0** To help parents build a more favorable impression of the school and what it seeks to accomplish; to provide stimulation for more active participation in the school program.

Special forms were prepared (see pages A-59-64) for recording data collected through interviews to be scheduled with parents of the experimental subjects at the beginning and end of the school year. The social worker who conducted these interviews made arrangements in advance for visiting every home. During the visits she talked with parents about the family, the seventh grader and the school. She explained the purpose of the interviews and the nature and purpose of the parent program. She emphasized the importance of parent involvement and encouraged parent participation. During the course of the school year some of the parents who sought the help of the project staff indicated that they did so because they had learned to feel comfortable with the teachers.

In response to the question, "What do you, as parents, think about the Teen Tutorial Program?" included in the year-end interview, 39.2 per cent rated it excellent; 50 per cent rated it good; 3.7 per cent fairly good; and 7.1 per cent poor.

Typically few parents in the Finland school district participate in school activities of any sort. Therefore, it was encouraging that 65.3 per cent of the parents attended at least one parent meeting. A review of the comments in Appendix D, Part IV, shows that the parents were, in general favorable toward the Teen Tutorial Project, because it helped their seventh graders: (1) understand themselves better; (2) take more pride in their physical appearance; (3) learn about children and the growth processes; and (4) the parent program provided opportunity for parents to learn more about how to help teen-agers. On the basis of these reactions, it appears that the parents did build a more favorable impression of the school and what it seeks to accomplish.

- B2.0** To give parents a better understanding of developmental needs and behavioral expectations of children at different ages, with special emphasis on the 12 to 14 year age group.

Through home interviews the social worker had an excellent chance to talk with parents about various aspects of the developmental needs and behavioral expectations of young teen-agers. A review of Appendix F indicates the scope of the information discussed at meetings of parents. Comments made by parents during the final home interview show that every program was mentioned by some parents as having been the most interesting and informative of the series. A very significant feature of each of these parent education programs was their informal nature. For example, speakers encouraged questions and discussion during a presentation and at the end of the presentation led an open-ended discussion. This format proved effective in encouraging the parents to speak out, to ask questions, and to express themselves. One mother explicitly stated that she was rather shy and timid but that she spoke out frequently in the meetings she attended.

All meetings of parents were not held at night. For example, early in the year a special parent visiting week was scheduled to encourage visits throughout the year. Another type of day-time meeting was one on sex education at which time the slide-lantern presentation that had been made to seventh graders in their class, was presented for all parents. Parents who attended stated that the program had been very helpful to them. This meeting was closely followed by an evening meeting on sex education presented by Dr. Kaplan, a specialist on the subject. The parents were as receptive to the sex education as were the seventh graders. Parent response to the sex education part of the program illustrates the favorable responses of parents to topics considered at their meetings. It is safe to conclude that parents who were reached through the parent education program did gain a better understanding of themselves, their children, the educational program of the Teen Tutorial Project, and the school.

B3.0 To emphasize the Teen Tutor Program and the ways the seventh grader can contribute to the kindergarten child when both age groups have need for affection, two-way communication, social and intellectual stimulation, a favorable self-image, and positive guidance rather than negative direction.

It is encouraging to note the number of comments made by the parents (see Appendix D) regarding the increased communication they had with their seventh graders during the year. Many contained references to the effect that seventh graders had become more free to talk with parents, especially about things learned from the tutorial experience. This is especially encouraging because there is a strong tendency for children at this age to withdraw from their parents, as was noted in some of the comments of parents. The seventh graders who made the greatest change were the ones who were shy, timid, and uncommunicative to begin with. The parents were delighted over the increased communication between them and their children. They appreciated the parent education program and their visits to see the tutorial program in operation.

There are many indications that parents grew in their understanding of teen-agers in general and of their own teen-agers in particular. In summary, it can be said that the demonstration phase of the Teen Tutorial Project is definitely effective in helping the parents to learn about kindergarten and seventh-grade children, relationships between the two, and the effects that positive guidance can have upon seventh graders.

B4.0 To build awareness of the services that health and welfare agencies offer, and to explain procedures for making use of these services.

At one parent meeting representatives of various community agencies, both public and private, explained the purposes, services, eligibility requirements and procedures for obtaining the services. A continuing indirect education in these matters was supplied through informal reporting by a family's seventh grader. The seventh graders took field trips to study the operation of various community agencies including hospitals and child care centers. Conversations between seventh graders and parents regarding the field trips were frequent and meaningful. (See Appendix D.) The parents, moreover, were pleased that

the teen-agers are learning about these agencies and, covertly, that they themselves learn something they did not know before. The program reported here did accomplish the aims of B4.0, namely, to build awareness of health and welfare agencies and procedures for using the services provided.

B5.0 To promote more satisfying family relationships to improve parent roles.

Available information indicates mixed results regarding this objective. In one case parents reported that the seventh grader had become more "sassy" and more brazen in talking with her parents. The parents felt that this represented an increasing freedom without sufficient responsibility on the child's part. Nevertheless, far more parents were favorably rather than unfavorably impressed with the changes that had taken place in the parent-child relationship during the school year. Increased understanding on the part of both parents and child was especially noteworthy among the less advantaged families. However, any conclusion relating improved parent-child relationships to the degree of being disadvantaged should not be drawn without further data. The design for the project for 1968-1969 will permit the staff to compare the relative effectiveness of the program for definitely advantaged, somewhat advantaged, and definitely disadvantaged children. Meanwhile, it is concluded that the program was successful in facilitating better parent-child relationships in the majority of families of experimental subjects.

## SUMMARY

## EVALUATION OF EDUCATION PROGRAM FOR PARENTS OF KINDERGARTNERS

The parents of kindergarten children were encouraged by the kindergarten teachers during the home visit near the beginning of the year to participate in the education program. The majority of the mothers and several fathers did actively participate in the parent meetings. They were particularly anxious to hear and discuss things that would help them to understand their young children. Not only did they enjoy the programs especially designed for parents of young children, such as "Your Child from Five to Ten" and "Sex Education for Small Children", but they were eager for help with the not-too-distant time when their kindergartners would be teen-agers--the troublesome years--which was the theme for several programs. Most of the mothers of kindergartners took advantage of the October parent visitation week to observe how the tutorial system operates. The kindergarten children, moreover, frequently told their parents of "what my teen did today."

The total effect of the two special visits in the home by the child's teacher, the special parent visitation during October, and the child's frequent talk of "my teen" is that the parents of kindergartners were favorably impressed with the special attention given them and their children by the Teen Tutorial Program. They felt that their children were more mature and more knowledgeable and, therefore, well prepared for first grade.

## OBJECTIVES OF THE EDUCATION PROGRAM FOR PARENTS OF KINDERGARTEN CHILDREN

C1.0 To help parents build a more favorable impression of the school and what it seeks to accomplish.

The results obtained from the final home interview of kindergarten teachers with parents of kindergarten children are extremely encouraging. All parents who expressed an opinion concerning the worth of the Teen Tutorial Project were enthusiastic. One mother even inquired, "Why don't they require all seventh graders to take this program?" (See Appendix E, Part II, for comments.) Near the beginning of the school year, each teacher visited in the homes of her kindergarten pupils to acquaint parents with the program and to gain information to help her understand the students. At this time teachers provided parents with names and telephone numbers of the project staff, information about parent meetings and encouragement for parent involvement in these meetings. Near the end of the year, the teachers visited once again in these homes to get the overall impression of the parents regarding the program and its effect on the kindergarten children. The parent education program, which included the home visits and the school visitation program, appeared to be effective in that parents praised the program, as noted above, using such comments as "tremendous" and "I think it's wonderful." There were numerous comments such as, "My child likes his Teen Tutor very much." Without qualification, the parents of the kindergartners were favorably impressed with the school and what it seeks to accomplish with their children.

C2.0 To familiarize the parents with the Teen Tutor Program

The very fact that the kindergarten teacher visited the homes and explained the program established a favorable attitude toward the project which promoted the visitation. During the month of October, a special invitation was issued inviting parents to visit both the kindergarten and Teen Tutor classrooms to see for themselves what kinds of services the Teen Tutors were providing for the kindergartners. Eighty-four and eight-tenths per cent of the mothers visited the kindergarten class during the October visitation program and 78.7 per cent of the mothers and 21.0 per cent of the fathers attended one or more of the evening parent meetings. Comments of the parents (see Appendix E, Part II) show that the kindergartners themselves frequently made their parents aware of the things "their" Teen Tutors were helping them to do.

C3.0 To help parents learn the behavioral expectations of the five-to-six-year-olds and how the kindergarten program is planned to meet the developmental needs of this age group.

Several of the programs for parents were designed to help the parents learn about the five-to-six-year-olds. Other programs enabled them to learn about the developmental characteristics of children through the teen-age

years. The January 8, 1968 meeting on "The Child from Five to Ten", the February introduction to sex education, and the April 29 meeting on the sex education of children were especially helpful in introducing the parents to some of the characteristics of children and their developmental needs. The parents seemed especially interested in discovering more about their own children and in learning ways to cope with problems that arise in their development. Such questions as "How do I get Johnny to do \_\_\_\_\_?" and "What do I do if Johnny does \_\_\_\_\_?" were frequently raised in the question and answer sessions at these meetings. In summary, several of parents of kindergartners were quite eager to learn more about the developmental needs of their children. Through the parent education program, the modest library established for parents, and indirectly, through the interviews, they had opportunities to carry this learning forward.

- C4.0 To build an awareness of ways for meeting those basic needs that are directly related to readiness for kindergarten and first grade; namely, need for affection, need for two-way communications, need for social and intellectual stimulation, need for a favorable image, need for positive guidance rather than negative direction.

Many of the same kinds of comments made for Objective C3.0 might also be made here. In the final home interviews, the parents frequently made comments such as, "The tutors helped my child with his colors", "My daughter isn't as shy as she used to be." Several parents mentioned that they felt the child was well prepared to enter first grade. In one case the mother made the comment that her third-grade boy did not become as well prepared for the first grade as was the child who was in the kindergarten during this program. Stated implicitly in each of these and other comments is the idea that the parents know more of what is expected of a first-grade child and of how the child may be prepared to meet these expectations. From this perspective, this objective was achieved during the program. A partial listing of some of the comments excerpted from the interview schedule is found in Appendix E, Part II.

## SUMMARY

## EVALUATION OF KINDERGARTEN PROGRAM WITH TEEN TUTORIAL ASSISTANCE

The tutorial feature continued to be one of the most successful phases of the Program. The kindergartners were most enthusiastic about "their teens," anxiously anticipating the times when the teens would be with them. The tutorial service provided by the seventh grade experimentals for a kindergartner or a small group of kindergartners provided an otherwise unavailable, but valuable, service to the young children; they were stimulated intellectually, given remedial help, and encouraged to participate actively in group or class activities. The childrens' teachers and parents observed numerous tangible results of this tutorial relationship, including some dramatic changes.

But the tutorial experience is not a one way street, for the teenagers also benefited from it. Working with the kindergartners is a prime motivator for the seventh graders. Every Teen Tutor had some good experiences with the kindergartners and several had tremendously successful experiences. Personnel involved in a school district program designed to use ninth graders as tutors for young children during the summer were so favorably impressed with the Teen Tutors that two of them were selected to work along with the ninth graders. The procedure for observation, evaluation, planning and conducting tutorial activities improved greatly from the Pilot Phase of the program. More discussion with a team teacher of the activity a teen had just observed as well as a rather quick evaluation by a teacher of the activity a teen had just finished with a kindergartner, enhanced the tutorial relationship and the reinforcement of the teens' study of child development. This gave impetus to a more favorable self-image for the teens.

The evidence presented herein supports the conclusion that the kindergarten program with Teen Tutorial assistance aided both the kindergartners and the teen-age experimental subjects.

## OBJECTIVES OF THE KINDERGARTEN PROGRAM WITH TEEN TUTORIAL ASSISTANCE

- D1.0 To provide kindergarten children with individual attention required to meet their special needs for:
- D1.1 Developing communication skills--listening, speaking, observing, showing or demonstrating in preparation for reading and writing.

The instrument by which this objective was tested was the Peabody Picture Vocabulary Test, with Form A being used for the pre-test and Form B for the post-test (see Table 40). At the beginning of the program, the experimental and control groups were comparable on mental age (5.5 and 5.6) years, respectively, and chronological age (5.6). From October to May, the mean I.Q. for the control group increased from 99.06 to 101.45, an increase of two points. The mean I.Q. for the experimental group, however, increased from 98.18 to 99.05, less than one point. For both groups the increase is very small, leading to no conclusions regarding the superiority of one or the other kindergarten programs. Moreover, the results are not consistent with those of the half-year pilot phase of the project in which the controls increased only .8 on I.Q. and the experimentals increased by 5.0. It is possible that either or both of two factors affected these test results: (1) that the Peabody Picture Vocabulary Test is not a very reliable test of intelligence, or simply does not reflect the change in knowledge one might expect from this type of experimental program, and/or (2) that the nature of the duties, or of the effectiveness of such duties, performed by teacher aides, introduced at both schools during the last half of the year, aided the children in the control group more than those in the experimental group. In any event there appears to be some definite growth in the experimental kindergartners use of words as indicated by their teachers and parents.

During the final home visit, the kindergarten teacher asked the parents if they had noticed any improvement in the child's use of words. Of those responding to this question, 58.3 per cent said that there had been marked improvement, while 33.3 per cent said there had been some improvement--a total of 91.6 per cent showing improvement. One child somewhat astonished her parents by using a grown-up word, concentrate, which was traced back to the Teen Tutor. Other children were said to be talking plainer, a reflection of tutorial assistance. This point is further documented by the teachers, especially regarding one kindergarten child's improvement on a speech problem. The Teen Tutors were apparently very helpful in encouraging their kindergartners to speak before the class, especially in helping them speak loudly and clearly. As was the case with the Teen Tutors, those who had the greatest difficulty with speaking in front of a group or with speaking clearly were helped most by the tutorial assistance.

TABLE 40

SCORES ON THE PEABODY PICTURE VOCABULARY TEST ACCORDING TO  
TEST TIME AND KINDERGARTEN TEST GROUPS

-A-

## Pre-Test Means\*

Test Scores	Groups	
	Experimental	Control
Mental Age	5.5385	5.6242
I.Q.	98.1795	99.0606
Chronological Age	5.5615	5.5667

\*Form A

-B-

## Post-Test Means\*\*

Test Scores	Groups	
	Experimental	Control
Mental Age	6.1744	6.4000
I.Q.	99.0513	101.4545
Chronological Age	6.1846	6.1576

\*\*Form B

In summary, the results of the Peabody Picture Vocabulary Test for the kindergarten experimentals appear to be inconsistent with the information obtained from the parents of the kindergartners, the kindergarten teachers, the program observer\*, and the evaluator. In view of this apparent contradiction, two major conclusions are reached. First, that full investigation of the reliability of the Peabody Picture Vocabulary Test should be made.' Persons knowledgeable in the field of testing pre-school children will be contacted regarding additional tests to tap not only of intelligence but also of vocabulary at the pre-school level. Second, it is concluded that, contrary to the results of the objective test information, the tutorial assistance did enable the kindergarten subjects to increase their communication skills in preparation for reading and writing.

#### D1.2 Creative and imaginative approach to activities.

"She was quite creative, and her ideas helped her child to enjoy stories and alphabet lessons by her good use of visual aids." The Teen Tutors were most effective in presenting material to the kindergartners by use of new and different audio-visual aids. It was observed that this variety of experiences did have some effect upon the creativity of the kindergartners. One tangible way of noting this creativity was by observing the activity centering about the workbench. This new piece of equipment in the kindergarten classroom was an attraction for both the kindergartners and the teens. It enabled them to work with something tangible that they could feel and see. The variety of structures produced at the workbench by kindergarten-teen teams is indicative of the extent to which the teens were both imaginative and creative. Most of the products were recognizable and usable, but some of them reflected only imagination. It is extremely difficult to test or evaluate change in the kindergartners with regard to imagination and creativity. It can simply be stated that there seemed to be some increase in these two areas on the part of kindergartners during the year.

#### D1.3 Intellectual stimulation.

Because of the way the program was designed, it would be difficult for the kindergarten children not to be stimulated intellectually by their experiences with tutors, individually or in groups. "It's really important," said one kindergarten parent, "for them to have special help." The parents realized and some explicitly stated that it is impossible for one teacher to give much individual attention to 25 children. The parents and the teachers were well pleased with the additional contact each child had with a tutor on a continuing basis, as well as the additional contacts of small groups of

\*The services of an exceptionally well qualified retired elementary school principal were obtained to act as a periodic observer. This person used a specially prepared form for making evaluatory reports.

kindergartners with small groups of teen tutors. This teen-kindergarten relationship was one of the most successful parts of the Teen Tutorial Program. Though it was not true for every kindergartner, the following comment about the relationship is fairly typical: "She had a good influence on Letitia and really stimulated her intelligence." When a kindergartner had a special problem, it was appropriate that the tutor would help him with it. Most of the kindergartners were affected in much the same way as this little girl: "She seemed very interested in learning as many new things as she could." This was primarily due to the help given by her Teen Tutor." (See Appendices D and E for further comments by parents and teachers.) The observer\*, moreover, on numerous occasions expressed surprise at the variety and effectiveness of the Teen Tutors in the kindergarten situation. In summary, one may safely say that the tutorial experiences were intellectually stimulating for the kindergartners.

#### D1.4 Affection and a more favorable self-image.

Melinda was a particularly shy girl. "I think Melinda's teen," said a kindergarten teacher, "definitely helped Melinda to overcome some of her shyness. At the beginning of the year, she wouldn't even go with the tester. At the end, she went without any problems. She had a good relationship with her Teen Tutor. She talked a lot with her. This, in turn, helped her to become a better group member in school. By the end of the year, she was singing with us and playing games and participating in activities." This case history of Melissa is illustrative of perhaps the greatest change to take place in any kindergartner with regard to her self-image and relations with other people. Though other cases are not so dramatic, the parents made frequent comments to the effect that "My child is not as shy now,"; "She has matured a lot"; "She was fidgety and quite a baby, but now she has matured quite a bit"; "He is more like a boy instead of a baby." (For these and similar comments see Appendices D and E .)

A ratio of one teacher to 25 or 30 kindergartners is not conducive to the development of individual relationships between the teacher and each child. The tutorial situation not only lends itself to increasing the intellectual stimulation of the kindergartners, but it also increases the development of significant individual relationships between the Teen Tutor and the kindergartner. For most of the kindergartners, this relationship did develop. A typical case of the affection with the resulting more favorable self-image is that of Sally and Tammy as described by the kindergarten teacher: "Sally was proud to have Tammy be her Teen and therefore identified herself as being favored, too." In conclusion, it may be stated that this objective was achieved during the demonstration phase of the project.

\*The services of an exceptionally well qualified retired elementary school principal were obtained to act as a periodic observer. This person used a specially prepared form for making evaluatory reports.

- D2.0 To provide Teen Tutors with opportunity to gain a sense of self-worth, a new sense of responsibility by educating them for the task and permitting them to serve as tutorial assistants.

The evidence presented with regard to Objectives A1.4 and A2.0 is also pertinent for this particular objective. In addition to the general comment that each of these two objectives was achieved for most of the subjects, the following interpretation can be given to the data. First, every seventh-grade experimental subject had some successful experiences in tutoring one or more kindergartners. Second, the parents of the Teen Tutors frequently mentioned that their teen-ager enjoyed very much the relationship with the younger child and wished that there had been more time to spend with the child. Third, the Teen Tutors themselves often mentioned their desire to spend more time with the kindergarten children and on some occasions they took their study hall time to do so or to prepare for a tutorial experience. "Sheridan was gratified both by the children's enjoyment and the teacher's comments on the lesson that was well done." Fourth, the tutorial experiences were gratifying enough in some cases that the teens mentioned to their parents that they thought they might like to be teachers. Fifth, combined with the evidence presented for Objectives A1.4 and A2.0, these factors indicate that the Teen Tutors did gain a sense of self-worth as a result of the opportunity to help someone else during a time (adolescence) when teen-agers tend to turn inward. By inference, the Teen Tutorial Program did provide the opportunity for this gain in self-worth.

- D3.0 To have Teen Tutors observe the teaching-learning process to find out how young children learn and how teachers help five-year-olds further their learning.
- D4.0 To have Teen Tutors serve as tutorial assistants to reinforce learning from classwork and from structured observations.

During the pilot phase of the project, the limitation of time to one term almost necessitated the quick involvement of the experimental seventh graders in tutorial experiences. This left little time for observation in the kindergarten classroom before tutoring was undertaken. The information gained from the pilot phase of the project was extremely valuable. Consequently, the involvement of the seventh graders in tutorial experiences was scheduled later and more gradually than during the pilot phase. The sequence of activities considered to be the most successful in observation is similar to the following: The kindergarten teacher talked with a small group of Teen Tutors about what she hoped to accomplish, her planned procedure, and reasons for the particular procedure. The Teen Tutors were given duplicated sheets on which to record observations concerning the general purpose of the activity, the means by which the teacher accomplished the objectives, the methods used by the teacher to control the class, the reactions of the kindergartners to the lesson, and the total effect the activity had on the kindergartners. The seventh graders then observed in the kindergarten classroom when the teacher presented the activity or lesson to the kindergartners. Following the activity, the kindergarten teacher again met with the group to review with them their evaluations of what took place in the teaching

experience. A discussion inevitably following during which the teacher could explain why she had done this or had done that. The purpose of this dialog was to help the seventh graders better understand ways of meeting the needs of young children. "Rich is an excellent observer. He told about watching how a kindergarten teacher got the children to pay attention by asking questions when attention waned." (See Appendix D, Part I.)

The teen-agers have a difficult time understanding the behavior of five-year-olds: "I hardly understood them before." One significant factor learned in this process of study and observation was how to motivate and control a child while tutoring him. "Ken mentioned he became more strict (gave less choice) to John after watching the kindergarten teacher's method of handling him." Teachers' evaluatory comments such as these are reinforced by the parents' perception of the child's attitude toward helping to care for small children. In the final home interview, 31 per cent of the parents thought there had been definite positive change, while none felt their children's progress had been harmed by the tutorial experience. It seems to be consistent with the final profile analysis by which it was determined that 15 of the Teen Tutors had experienced positive change, while the others experienced no change with regard to learning from observation and classroom study of kindergarten children. Of the 15 who made positive change, ten were boys. It seems that boys have more to learn and benefit more from the learning experiences in working with young children than do the girls. A significant feature begun near the end of the pilot phase of the project was continued successfully in the demonstration phase. It was found that when the teacher had an evaluation session with the Teen Tutor almost immediately after he had presented a lesson to the kindergartner, learning was more effective. The experience was fresh in the minds of both tutor and teacher. The discussion was, therefore, more relevant and learning more probable than when the evaluation was delayed. On the basis of available information it may be stated that these two objectives were achieved for a number of the Teen Tutors. It was not a wholesale success, but it was particularly effective for the boys. It may well be the case that the girls simply knew more about young children to begin with than did the boys, since they are more likely to be associated with young children both at home and in the community.

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## APPENDIX A

A-1

### Evaluation Procedures

#### Part I

### CALIFORNIA TEST OF PERSONALITY USED IN TEEN TUTORIAL PROJECT, DEMONSTRATION PHASE

1967 - 1968

#### Components

- 1A. **SELF-RELIANCE:** An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally and responsible in his behavior.
- 1B. **SENSE OF PERSONAL WORTH:** An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. **SENSE OF PERSONAL FREEDOM:** An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. **FEELING OF BELONGING:** An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- 1E. **WITHDRAWING TENDENCIES:** The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. **NERVOUS SYMPTOMS:** The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

**PERSONAL ADJUSTMENT:** Components 1A through 1F

- 2A. **SOCIAL STANDARDS:** The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

- 2B. SOCIAL SKILLS:** An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. ANTI-SOCIAL TENDENCIES:** An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. FAMILY RELATIONS:** The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. SCHOOL RELATIONS:** The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.
- 2F. COMMUNITY RELATIONS:** The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

**SOCIAL ADJUSTMENT:** Components 2A through 2F

**TOTAL ADJUSTMENT:** Components 1A-1F and 2A-2F

## SUB SCALES FOR OBJECTIVE TEST USED IN TEEN TUTORIAL PROJECT, DEMONSTRATION PHASE

1967 - 1968

Objective Being Tested	Scale Content	Items Comprising Scale
A1.1	Five-Year Development Teen Development Human Body Human Development	22-33 34-51 52-70 101, 106, 108, 120-124, 130, 131, 133, 147, 153
A1.2	Kindergarten Situations Teen Situations Developmental Relations	1-8 15-21 102, 104, 110, 111, 113, 117, 119, 126-128, 132, 134, 145
A1.3	Effects of Deprivation	103, 105, 109, 115
A1.4	Self at Present	112, 116, 135, 150
A1.5	Coping with Stress	107, 125, 129
A3.0	Family Situations Family Relations	9-14 114, 146
A4.0	Community Agency Services Local Health Department Community Support for Agencies Community Agencies Money Received Help from Community Services Community Services	71-77 78-84 85-88 89-93 94-100 137-144, 143, 149, 151, 152
A6.0	Similarities to Others	136

Date \_\_\_\_\_

## A JUNIOR HIGH SCHOOL STUDY

PLEASE PRINT

NAME \_\_\_\_\_

Last

First

Middle

This is a questionnaire about teen-agers and their everyday lives. Just follow carefully the instructions for each set of questions, and please answer every question. Do not be afraid to answer each question truthfully, because no one will see your completed questionnaire but the persons conducting the study.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

The following items are about what you would do if you were in the imaginary situations.  
 honest - check the answer which best describes what you would do.

- 2-1) 1. John is a kindergarten child who often hits other children. What would you do if John did this while you were in his class?
- 1\_\_hit John right away so he would learn how it feels
  - 2\_\_have a talk with John and his parents to try to find out why John wants to hit other children
  - 3\_\_ask John's parents to punish him when he gets home from school
  - 4\_\_put John off by himself and make him work alone after he hits someone
- 2-2) 2. Jerry is a real "eager beaver" in kindergarten. Once in a while he gets so excited, he forgets to raise his hand before speaking. What would you do if Jerry spoke out without raising his hand?
- 1\_\_tell him to shut up
  - 2\_\_tell him he is rude
  - 3\_\_smack him in the mouth
  - 4\_\_remind him to raise his hand
- 2-3) 3. Jane simply refuses to join in with the other kindergarten children in singing. What would you do?
- 1\_\_make her sing a solo
  - 2\_\_have the class sing a song Jane particularly likes
  - 3\_\_ignore Jane
- 2-4) 4. Kindergarten children love to share their thoughts with others, but Steve is a blabbermouth. One day he kept on talking so long that the other children lost interest. What would you do with Steve?
- 1\_\_try to cut him off without hurting his feelings
  - 2\_\_let him talk as long as he likes
  - 3\_\_set a time limit of two minutes for all students
- 2-5) 5. One day, while you are reading a story to a group of kindergarten children, Alice is disturbing her neighbor. What would you do?
- 1\_\_yell at Alice until she quits
  - 2\_\_tell her you are waiting for her to settle down
  - 3\_\_shake her so she will not do it again

GO ON TO THE NEXT PAGE.

- 6) 6. During a kindergarten class activity, Suzie gets sick and throws up. How would you react to this situation?
- 1\_\_get mad at her
  - 2\_\_get sick yourself
  - 3\_\_call for the janitor and comfort Suzie
  - 4\_\_send Suzie for the janitor
- 7) 7. Mike is a sweet kindergartner, but he is so clumsy. While painting one day, he spilled paint all over the table, himself, and the floor. What would you do?
- 1\_\_help Mike clean up the mess
  - 2\_\_fuss at Mike for being clumsy
  - 3\_\_make Mike clean up his own mess
- 8) 8. You have 30 minutes to work with a kindergartner. You may (a) read a story to him, (b) have him make a picture about the story, (c) help him learn to tie his shoes, and (d) show him a filmstrip. What would you do?
- 1\_\_all of the above (a, b, c, and d)
  - 2\_\_show him a film strip (d)
  - 3\_\_read a story to him, have him make a picture about the story, and help him learn to tie his shoes (a, b, and c)
  - 4\_\_show him a filmstrip and read a story to him (d and a)
- 9) 9. Ben, a seventh-grader, shows off constantly and does almost anything to attract attention. If you were one of his parents, what would you do?
- 1\_\_try to make him ashamed of this behavior
  - 2\_\_try to find out what causes this behavior
  - 3\_\_discipline him for this childish behavior
  - 4\_\_realize that he will outgrow this behavior
- 10) 10. Your mother picks you up in the evening from a friend's house. Wow! Are you ever hungry! As you get into the car, you blurt out - "Mom, what are we having to eat tonight?" She replies - "Shut up! You will have something to eat!" How would you react?
- 1\_\_get angry and shout at her
  - 2\_\_try to be nice to her, for she is tired after a hard day and will be nicer when she is rested
  - 3\_\_not speak to her until you go to bed because you are afraid she is still mad at you for something you did wrong

(2-11) 11. It is your turn to help wash the dishes, but, "Oh, gee! My favorite TV program is just coming on!" What do you do?

1\_\_argue that it is not your turn

2\_\_order your younger brother to do it under a threat that you will beat him up

3\_\_pretend you are sick and do not feel well enough to help

4\_\_accept your responsibilities and do the dishes

(2-12) 12. The Scouts are going on a weekend camping trip. Your father wants to give you permission to go, but your mother does not--so they begin quarreling. What would you do?

1\_\_join in the argument, siding with your father

2\_\_go quietly to another room and wait for their final decision

3\_\_bully your sister because you are angry at your mother

4\_\_cry and beg your mother to let you go

(2-13) 13. Your parents seem to give your younger brother (real or imaginary) much more attention than they give you. If you felt this way, what would you do?

1\_\_talk it over with your parents so they would understand you better

2\_\_refuse to do anything for your parents since they like your brother more

3\_\_push your brother around to show him you are more important than he is

(2-14) 14. Marty's mother is ill and had to give up her job. His parents do not have enough money to get along without the help from Marty's paper route money. They can get along and let him keep 25¢ a week for his personal use. What would you do if you were Marty?

1\_\_make the best of the situation and in other ways show how helpful you can be

2\_\_give up the paper route if you can't have the money you earn

3\_\_point out that your mother's illness isn't your fault and that the family isn't your responsibility

4\_\_suggest that your parents try to get help from a social agency instead of expecting your help.

- (2-15) 15. In her last school Ann had trouble making friends. When she came to her new school, she thought the children seemed quite friendly. However, now she is having trouble making friends again. What would you do if you were Ann?

- 1\_\_try to find ways to have a good time all by yourself
- 2\_\_try not to feel bad because you have no friends
- 3\_\_try getting help in learning how to make friends from a school counselor or a teacher
- 4\_\_try to keep the other kids from knowing that you do not have any friends

- (2-16) 16. While working on a group project in class, you notice that James smells as if he needed a bath. How would you react to this situation?

- 1\_\_leave the group and refuse to work in it while James is in it
- 2\_\_concentrate on your work and try to overlook James' smell
- 3\_\_ask James to leave the group
- 4\_\_look at James and hold your nose

- (2-17) 17. On your way to the office one day, you see Jack break a window. Later on you hear that George is being expelled for breaking the window, but you know that he did not do it. What would you do?

- 1\_\_forget it
- 2\_\_tell Jack you saw him and will turn him in if he doesn't give you a dollar
- 3\_\_tell Jack you saw him break the glass and that either he tells the principal or you will
- 4\_\_tell all of your friends that Jack broke the window

- (2-18) 18. Duke wants Tommy to go out for basketball with him, but Tommy is really clumsy and would be embarrassed to try out. In fact, he does not even like to play basketball. How would you handle this situation if you were Tommy?

- 1\_\_tell Duke you are clumsy and do not like to play basketball
- 2\_\_tell Duke your parents will not allow you to play, even though you never really asked them
- 3\_\_tell Duke the coach has it in for you and you would not stand a chance
- 4\_\_tell Duke you could not practice because you have to work, although the work could really be done later.

- (2-19) 19. On the way back from a class field trip, the bus stops at a restaurant. Amy would like to buy a hamburger along with her friends, but she only has a dime. What would you do if you were Amy?

1\_\_pretend you are sick and stay on the bus  
2\_\_go in with your friends and buy something costing a dime  
3\_\_buy something for a dime and tell your friends you are not hungry, even though you really are

- (2-20) 20. Buddy is a free-loader. He likes to work with a group of good students so he can goof off. Most of the time he does not do his share in group work. What would you do if you were in Buddy's group?

1\_\_do his share of the work and say nothing  
2\_\_politely insist that he do his share of the work  
3\_\_let his share of the work go unfinished  
4\_\_complain to the teacher that he is not doing his share of the work

- (2-21) 21. One of your best friends, Linda, is running for class secretary. She keeps on asking you to vote for her, but you do not think she would be a good secretary. What would you do?

1\_\_vote for Linda because she is one of your best friends  
2\_\_not vote at all  
3\_\_vote for Suzie and brag to Linda that you did not vote for her  
4\_\_vote for Suzie because you think she would make the better secretary

GO ON TO THE NEXT PAGE.

Here are several pairs of short phrases. Place a check mark in front of the phrase in each pair that best describes the typical five-year-old child.

- |            |   |  |
|------------|---|--|
| (2-22) 22. | <input type="checkbox"/> very talkative                                     | <input type="checkbox"/> not very talkative                                |
| 23.        | <input type="checkbox"/> cannot tell a story as it happened                 | <input type="checkbox"/> can tell a story as it happened                   |
| 24.        | <input type="checkbox"/> often cannot tell what is real and what is fantasy | <input type="checkbox"/> usually can tell what is real and what is fantasy |
| 25.        | <input type="checkbox"/> can learn easier when he can <u>do</u> something   | <input type="checkbox"/> can learn without doing                           |
| 26.        | <input type="checkbox"/> is always creative                                 | <input type="checkbox"/> likes to imitate                                  |
| 27.        | <input type="checkbox"/> prefers to play in a group                         | <input type="checkbox"/> prefers to play alone                             |
| 28.        | <input type="checkbox"/> enjoys large muscle activities                     | <input type="checkbox"/> no longer enjoys large muscle activities          |
| 29.        | <input type="checkbox"/> still has limited attention span                   | <input type="checkbox"/> can enjoy an activity for an hour at a time       |
| 30.        | <input type="checkbox"/> always sticks to the facts                         | <input type="checkbox"/> is imaginative                                    |
| 31.        | <input type="checkbox"/> is agreeable, easy to get along with               | <input type="checkbox"/> is selfish and stubborn                           |
| 32.        | <input type="checkbox"/> is not yet ready to follow school rules            | <input type="checkbox"/> follows school rules                              |
| 33.        | <input type="checkbox"/> enjoys the rhythm of poetry                        | <input type="checkbox"/> cannot yet enjoy poetry                           |

GO ON TO THE NEXT PAGE.

Below are several pairs of phrases. Place a check mark in front of the phrase in each pair that best describes persons in their early teens.

- |        |     |   |  |
|--------|-----|---|--|
| (2-34) | 34. | <input type="checkbox"/> to be liked by adults is far more important than to be liked by age-mates  | <input type="checkbox"/> to be liked by one's age-mates is very important                            |
| (2-35) | 35. | <input type="checkbox"/> moody  | <input type="checkbox"/> not moody   |
| (2-36) | 36. | <input type="checkbox"/> graceful, usually at ease  | <input type="checkbox"/> awkward, self-conscious   |
| (2-37) | 37. | <input type="checkbox"/> very good appetite, eats whenever possible                                 | <input type="checkbox"/> appetite same as that of adults   |
| (2-38) | 38. | <input type="checkbox"/> needs to be liked  | <input type="checkbox"/> does not care about being liked   |
| (2-39) | 39. | <input type="checkbox"/> wants very much to be different from age-mates                             | <input type="checkbox"/> wants very much to conform to peer group even in dress, manners, and speech |
| (2-40) | 40. | <input type="checkbox"/> often tries to be like an adult whom he chooses as a model                 | <input type="checkbox"/> tries to develop his own pattern of behavior                                |
| (2-41) | 41. | <input type="checkbox"/> likes to be with members of the opposite sex                               | <input type="checkbox"/> likes to be with his own sex at all times                                   |
| (2-42) | 42. | <input type="checkbox"/> uses large muscles well  | <input type="checkbox"/> is not able to use large muscles well                                       |
| (2-43) | 43. | <input type="checkbox"/> often wants to be alone, to have a room of his own                         | <input type="checkbox"/> wants to spend all of his time with the gang                                |
| (2-44) | 44. | <input type="checkbox"/> often thinks about clothes and how he looks                                | <input type="checkbox"/> does not care how he looks to others  |
| (2-45) | 45. | <input type="checkbox"/> Adolescence begins on the average two years earlier in girls than in boys. | <input type="checkbox"/> Boys and girls reach each stage of maturity at about the same age.          |
| (2-46) | 46. | <input type="checkbox"/> usually likes himself  | <input type="checkbox"/> often dislikes himself  |
| (2-47) | 47. | <input type="checkbox"/> is negative and uncooperative  | <input type="checkbox"/> is cooperative and considerate of others                                    |
| (2-48) | 48. | <input type="checkbox"/> tires easily and lacks energy  | <input type="checkbox"/> never tired and full of life  |
| (2-49) | 49. | <input type="checkbox"/> often feels misunderstood and unfairly treated                             | <input type="checkbox"/> seldom argues or finds fault  |
| (2-50) | 50. | <input type="checkbox"/> enjoys stories of heroes, heroines, and their adventures.                  | <input type="checkbox"/> enjoys current news and history   |
| (2-51) | 51. | <input type="checkbox"/> does well in all school subjects   | <input type="checkbox"/> does well in studies that he enjoys   |

GO ON TO THE NEXT PAGE.

The human body is made up of several systems that work together. These systems are:

C = circulatory system

N = nervous system

M = muscular system

D = digestive system

S = skeletal system

For each of the following statements, do two things: (1) Circle T if the statement is True or F if it is False; and (2) Write the letter of the system (see list of five systems above) to which the statement refers. Here is an example:

T F A. Your teachers can teach all day without food.

\_\_\_\_\_

(2-52) T F 52. The human brain is probably the busiest place in the world.

\_\_\_\_\_

(2-53) T F 53. Taking part in different kinds of physical activity will help you to have better posture.

\_\_\_\_\_

(2-54) T F 54. Saliva comes from the salivary glands.

\_\_\_\_\_

(2-55) T F 55. Our bodies need to take in oxygen and give off carbon dioxide.

\_\_\_\_\_

(2-56) T F 56. The nose helps to clean, warm, and moisten inhaled air.

\_\_\_\_\_

(2-57) T F 57. Too much exercise at one time may keep you from sleeping.

\_\_\_\_\_

(2-58) T F 58. When the kneecap is tapped, the knee jerks.

\_\_\_\_\_

(2-59) T F 59. Our blood carries food and oxygen to body cells and carries away such wastes as carbon dioxide.

\_\_\_\_\_

(2-60) T F 60. The five main classes of nutrients are proteins, minerals, vitamins, fats, and carbohydrates.

\_\_\_\_\_

(2-61) T F 61. Many people use the term "voice box" when talking about their larynx.

\_\_\_\_\_

(2-62) T F 62. When your bicep contracts, your tricep relaxes.

\_\_\_\_\_

(2-63) T F 63. Where an impulse stops determines whether we see, hear, taste, smell, or move a muscle.

\_\_\_\_\_

(2-64) T F 64. Only part of the food you eat becomes part of you.

\_\_\_\_\_

(2-65) T F 65. Arteries and veins do different jobs.

\_\_\_\_\_

GO ON TO THE NEXT PAGE.

- (2-66) T F 66. You cannot control the beating of your heart or your digestion.  
\_\_\_\_\_
- (2-67) T F 67. Saliva would begin to change a starchy food, such as bread.  
\_\_\_\_\_
- (2-68) T F 68. When you are doing work with your arms, more energy must reach that part of your body.  
\_\_\_\_\_
- (2-69) T F 69. Proper posture helps make for proper breathing.  
\_\_\_\_\_
- (2-70) T F 70. Your heart has two main parts called the auricle and the ventricle.  
\_\_\_\_\_

Check below those services that are offered by community agencies. (You may check more than one.)

---

- (3-1) 71. \_\_\_help for people who need transportation
- (3-2) 72. \_\_\_help for people who are mentally ill
- (3-3) 73. \_\_\_help for everyone who asks for it
- (3-4) 74. \_\_\_help for husbands and wives who fight
- (3-5) 75. \_\_\_help for people who do not have all the clothes they want
- (3-6) 76. \_\_\_help for people who cannot find work
- (3-7) 77. \_\_\_help for children who are left alone because parents are ill, in jail, or dead

Check below those services that are provided by the local health department. (You may check more than one.)

---

- (3-8) 78. \_\_\_nursing care for the needy
- (3-9) 79. \_\_\_financial assistance
- (3-10) 80. \_\_\_sanitation control
- (3-11) 81. \_\_\_clothing for the needy
- (3-12) 82. \_\_\_street beautification
- (3-13) 83. \_\_\_sewage and water control
- (3-14) 84. \_\_\_control of communicable diseases

Check below the ways in which citizens can support community services. (You may check more than one.)

- 
- (3-15) 85. ☐ donate to United Appeal
- (3-16) 86. ☐ vote "No" on a levy to give schools more money
- (3-17) 87. ☐ collect money in your neighborhood during the Heart Fund drive
- (3-18) 88. ☐ become an active member of an organization such as the YMCA

Check below the 3 main ways in which community services receive money. (Check only 3 ways.)

- 
- (3-19) 89. ☐ the sale of used furniture
- (3-20) 90. ☐ United Appeal
- (3-21) 91. ☐ taxes
- (3-22) 92. ☐ the repair of old clothing
- (3-23) 93. ☐ fees charged to users of the service

Check below the help that might be given by a community service. (You may check more than one.)

- 
- (3-24) 94. ☐ help for families in which the mother must be out of the home for several weeks
- (3-25) 95. ☐ help for teen-agers who get into trouble with the law
- (3-26) 96. ☐ help for working mothers who must find a suitable place for their children to stay during her working hours
- (3-27) 97. ☐ help for fathers who have been disabled by an accident or illness and need to train for some other kind of job
- (3-28) 98. ☐ help for people who are sick and need a doctor's care but cannot afford it
- (3-29) 99. ☐ help for people who are ill and need a nurse to visit their home
- (3-30) 100. ☐ help for teen-agers who need something to do with their spare time

The following questions or statements have several alternate answers. Select the one that is the best answer. Put a check mark in the space by that answer.

---

(3-31) 101. Human beings grow most rapidly

1\_\_\_ during their first year of school.

2\_\_\_ during their first year of life.

3\_\_\_ during their junior high years.

4\_\_\_ during the years from 6 to 12.

(3-32) 102. For the same sort of misbehavior

1\_\_\_ the same discipline should be used for all children.

2\_\_\_ the same discipline should be used for all children of the same age.

3\_\_\_ the way a child is disciplined should fit the child, what he has done, and his understanding of what has happened.

4\_\_\_ the method of discipline used should be the one the child fears most.

(3-33) 103. When helping a kindergarten child who uses poor language such as "I ain't got no red crayon," the best way to help him is to

1\_\_\_ tell him that he must say, "I haven't any red crayon."

2\_\_\_ ask him to repeat, "I haven't any red crayon" several times.

3\_\_\_ just say, "That's right. You haven't any red crayon. Here, now you have some red crayon."

4\_\_\_ give him the crayon and say nothing.

(3-34) 104. The best way to help a young child learn a new skill is to

1\_\_\_ encourage and praise him for any effort.

2\_\_\_ point out how well the other children are doing.

3\_\_\_ praise him only when he can perform successfully.

4\_\_\_ have a child who performs well show him how to perform.

(3-35) 105. The speech development of the pre-schooler is greatly influenced by

1\_\_\_ the way persons at home talk to him and other family members.

2\_\_\_ how many people live with him.

3\_\_\_ the toys that he has.

4\_\_\_ the way he is allowed to play.

(3-36) 106. If you know much about human behavior, you know that

- 1\_\_\_ the same behavior always has the same cause.
- 2\_\_\_ two children may behave exactly alike but for very different reasons.
- 3\_\_\_ a child's behavior cannot be understood.
- 4\_\_\_ it is hard to change a person's behavior.

(3-37) 107. When a teen-ager's emotional needs are not being fully satisfied, he may

- 1\_\_\_ use illness as an excuse.
- 2\_\_\_ brag a great deal.
- 3\_\_\_ avoid situations he does not like.
- 4\_\_\_ all of the above
- 5\_\_\_ none of the above

(3-38) 108. It is known that

- 1\_\_\_ all boys and girls grow up at the same rate.
- 2\_\_\_ each person grows at his own rate and according to his own pattern.
- 3\_\_\_ there is no pattern of human growth and development.
- 4\_\_\_ boys usually mature at an earlier age than girls do.

(3-39) 109. We should be slow to dislike a person for behavior that is different from what is familiar and expected because

- 1\_\_\_ a person may have had too few experiences.
- 2\_\_\_ it is unkind to criticize other people.
- 3\_\_\_ the person may not have learned how to control his behavior in some situations.
- 4\_\_\_ all of the above

(3-40) 110. A child can grow and develop normally only if he feels that his family and friends love him

- 1\_\_\_ even when his behavior is not socially acceptable.
- 2\_\_\_ only when his behavior is socially acceptable.
- 3\_\_\_ when he does what they want him to do.
- 4\_\_\_ enough to let him do much as he pleases.

(3-41) 111. Which of the following facts help make you what you are?

- 1\_\_ the country in which you are born
- 2\_\_ the section of the country in which you live
- 3\_\_ the community in which you live
- 4\_\_ all of the above
- 5\_\_ none of the above

(3-42) 112. A courteous person is chiefly concerned about

- 1\_\_ following the rules for good manners.
- 2\_\_ giving others pleasure and putting other people at ease.
- 3\_\_ doing what his friends want him to do.
- 4\_\_ frankly and honestly saying exactly what he thinks.

(3-43) 113. The main reason for most problems between teen-agers and their parents is that

- 1\_\_ they cannot talk to one another.
- 2\_\_ neither parents nor teen-agers will give in.
- 3\_\_ parents forget the problems teen-agers have.
- 4\_\_ teen-agers are no longer children and are not yet adults.

(3-44) 114. In our country

- 1\_\_ all families usually have about the same values and goals.
- 2\_\_ the goals and values of families may be very different.
- 3\_\_ families with the same amount of money have about the same goals.
- 4\_\_ families of the same neighborhood are likely to have the same values and goals.

(3-45) 115. The best way to react if someone's behavior is different than might be expected is to

- 1\_\_ tell him his behavior is wrong.
- 2\_\_ ignore him until he learns to act as others do.
- 3\_\_ try to make him ashamed of his behavior so he will change.
- 4\_\_ try to learn what makes him behave as he does.

GO ON TO THE NEXT PAGE.

(3-46) 116. Teen-agers should learn

- 1\_\_\_never to express their emotions.
- 2\_\_\_constructive ways of expressing emotions.
- 3\_\_\_that it is wrong to feel angry or jealous.
- 4\_\_\_that it is all right to show others exactly how one feels.

(3-47) 117. The friends that teen-agers choose

- 1\_\_\_are not too important since he will probably make different friends as he gets older.
- 2\_\_\_can greatly influence the kind of person he will become.
- 3\_\_\_cannot greatly influence how he gets along with others.
- 4\_\_\_should all be about the same age.

Circle T for True or F for False beside each of the following statements.

- 
- (3-48) T F 118. A child is born either with or without the ability to get along well with other people, and there is nothing that he can do about the matter.
- (3-49) T F 119. As a five-year-old child explores with his mind and actions, persons around him can do little to encourage or stop his development.
- (3-50) T F 120. Five-year-olds cannot tie their own shoes.
- (3-51) T F 121. The pre-schooler can answer the telephone and take messages.
- (3-52) T F 122. The five-year-old is beginning to respect the rights and property of others.
- (3-53) T F 123. Most five-year-olds know the difference between boys and girls.
- (3-54) T F 124. Five-year-olds do not always act as adults think they should.
- (3-55) T F 125. When you are emotionally upset, the best thing to do is to keep your feelings to yourself.
- (3-56) T F 126. Friends should always remain friends, even if their interests change.
- (3-57) T F 127. A good leader should not listen to the ideas of others.
- (3-58) T F 128. The friends a teen-ager chooses can influence how well he gets along with people in the future.
- (3-59) T F 129. Teen-agers should be careful about being kind toward others for fear they may have their feelings hurt.

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- (3-60) T F 130. The reproductive organs and glands start developing during the early teens.
- (3-61) T F 131. In the early teens, it is natural to dislike learning new physical skills.
- (3-62) T F 132. It is natural to have problems understanding your seventh-grade friends.
- (3-63) T F 133. Seventh-graders never like to argue.
- (3-64) T F 134. The things that happen to us early in life cause our fears, dislikes, loves, and hates to develop.
- (3-65) T F 135. Attitudes are important because they determine actions and behavior.
- (3-66) T F 136. No race of people is more intelligent or learns faster than any other.
- (3-67) T F 137. When people have problems that they cannot solve, they have the right to receive help from community service agencies.
- (3-68) T F 138. Some families with problems must receive outside help in order to solve their problems, while other families do not need it.
- (3-69) T F 139. Assistance can be given by the community agencies to families but not to individuals who have problems.
- (3-70) T F 140. Law enforcement agencies are more interested in punishing people than in helping them.
- (4-1) T F 141. The local department of health has nothing to do with sanitation control and sewage and water control.
- (4-2) T F 142. The local department of welfare can help people find assistance from other sources as well as providing food, clothing, and financial help.
- (4-3) T F 143. The Ohio State Employment Service can help people find jobs.
- (4-4) T F 144. Community social services are for both poor and rich people who need help.
- (4-5) T F 145. We learn to act like a boy or girl, man or woman, from the examples set for us.
- (4-6) T F 146. Earning the money needed to support the family is always thought of as the father's role.
- (4-7) T F 147. Having a doctor check an expectant mother often is very important to the developing child.
- (4-8) T F 148. Community services, such as the YMCA, are important because they help people enjoy their free time and use it well.
- (4-9) T F 149. Any man who wants to can become a policeman.
- (4-10) T F 150. We need many people to help us satisfy our basic needs.

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- (4-11) T F 151. Almost everyone at some time in his life has problems he cannot solve alone.
- (4-12) T F 152. If you have a problem you cannot solve alone, there is nothing wrong with asking for help.
- (4-13) T F 153. Body changes brought on by strong emotions show the interdependence of the body systems.

THE END. PLEASE SIT QUIETLY WHILE THE OTHERS ARE FINISHING. YOU MAY READ OR STUDY IF YOU DO NOT DISTURB THE OTHER STUDENTS.

## PART III

## SUB SCALES FOR SELF CONCEPT TEST USED IN TEEN TUTORIAL PROJECT, DEMONSTRATION PHASE

1967 - 1968

The Self Concept Test consists of some scales from the Michigan State Self Concept Test plus some other self concept scales. All of the scales are tests of Objective A2.0.

<u>Scale Content</u>	<u>Items Comprising Scale</u>
Self Concept of School Ability	1-8
Importance of Grades	9-15
Perception of Parents' Estimate of Subject's School Ability	16-22
Perception of Closest Friends' Estimate of Subject's School Ability	23-29
Perception of Favorite Teacher's Estimate of Subject's School Ability	30-36
Attitude Toward School	39-45
South-Western Self Concept	46-60

## A JUNIOR HIGH SCHOOL STUDY

INTRODUCTION:

You can be of great help to us and other teen-agers by carefully reading and accurately answering each question. Your help is extremely important to our study. All of the questions should be answered.

This questionnaire is in no sense an examination and has nothing to do with your school work. Though there are a few questions of fact, there is no right or wrong answer. Simply mark the one answer that expresses your feelings, your ideas. Don't be afraid to answer each question truthfully, because no one will see your completed questionnaire except the persons conducting the study.

Your help in this study is greatly appreciated. Thank you in advance.

FILL IN THE FOLLOWING INFORMATION. PLEASE PRINT.

NAME \_\_\_\_\_  
                    Last                      First                      Middle

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Circle the letter in front of the statement which best answers each question below.

---

- (5-1) 1. How do you rate yourself in school ability compared with your close friends?
- a. I am the best.
  - b. I am above average.
  - c. I am average.
  - d. I am below average.
  - e. I am the poorest.
- (5-2) 2. How do you rate yourself in school ability compared with those in your class at school?
- a. I am among the best.
  - b. I am above average.
  - c. I am average.
  - d. I am below average.
  - e. I am among the poorest.
- (5-3) 3. Where do you think you would rank in your class in junior high school?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
- (5-4) 4. Do you think you have the ability to complete college?
- a. yes, definitely
  - b. yes, probably
  - c. not sure either way
  - d. probably not
  - e. no
- (5-5) 5. Where do you think you would rank in your class in college?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
- (5-6) 6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advance work?
- a. very likely
  - b. somewhat likely
  - c. not sure either way
  - d. unlikely
  - e. most unlikely

- (5-7) 7. Forget for a moment how others grade your work. In your own opinion, how good do you think your work is?
- a. excellent
  - b. good
  - c. average
  - d. below average
  - e. much below average
- (5-8) 8. What kind of grades do you think you are capable of getting?
- a. mostly A's
  - b. mostly B's
  - c. mostly C's
  - d. mostly D's
  - e. mostly E's
- (5-9) 9. How important to you are the grades you get in school?
- a. very important
  - b. important
  - c. not particularly important
  - d. Grades don't matter to me at all.
- (5-10) 10. How important is it to you to be high in your class in grades?
- a. very important
  - b. important
  - c. not particularly important
  - d. doesn't matter to me at all
- (5-11) 11. How do you feel if you don't do as well in school as you know you can?
- a. very badly
  - b. badly
  - c. not particularly badly
  - d. doesn't bother me at all
- (5-12) 12. How important is it to you to do better than others in school?
- a. very important
  - b. important
  - c. not particularly important
  - d. doesn't matter to me at all
- (5-13) 13. Which statement best describes you?
- a. I like to get better grades than everyone else.
  - b. I like to get better grades than almost everyone else.
  - c. I like to get about the same grades as everyone else.
  - d. I don't care about any particular grades.

(5-14) 14. In your school work, do you try to do better than others?

- a. yes, all of the time
- b. yes, most of the time
- c. occasionally
- d. never

(5-15) 15. How important to you are good grades compared with other aspects of school?

- a. Good grades are the most important thing in school.
- b. Good grades are among the important things in school.
- c. Some other things in school are more important than good grades.
- d. Good grades don't matter to me at all.

GO ON TO THE NEXT PAGE.

Please answer the following questions as you think your PARENTS would answer them. If you are not living with your parents, answer for the family with whom you are living.

Circle the letter in front of the statement that best answers each question below.

---

- (5-16) 16. How do you think your parents would rate your school ability compared with other students your age?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
- (5-17) 17. Where do you think your parents would say you would rank in your class in junior high school?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
- (5-18) 18. Do you think that your parents would say you have the ability to complete college?
- a. yes, definitely
  - b. yes, probably
  - c. not sure either way
  - d. probably not
  - e. definitely not
- (5-19) 19. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your parents would say it is that you could complete such advance work?
- a. very likely
  - b. somewhat likely
  - c. not sure either way
  - d. somewhat unlikely
  - e. very unlikely
- (5-20) 20. What kind of grades do you think your parents would say you are capable of getting in general?
- a. mostly A's
  - b. mostly B's
  - c. mostly C's
  - d. mostly D's
  - e. mostly E's

(5-21) 21. How far do you think your parents expect you to go in school?

- a. They expect me to quit as soon as I can.
- b. They expect me to go to high school for a while.
- c. They expect me to graduate from high school.
- d. They expect me to go to secretarial or trade school.
- e. They expect me to go to college for a while.
- f. They expect me to graduate from college.
- g. They expect me to do graduate work beyond college.

(5-22) 22. In general, would your parents say you are doing as well in school as you are capable of doing?

- a. yes, definitely
- b. yes, probably
- c. not sure either way
- d. probably not
- e. definitely not

GO ON TO THE NEXT PAGE.

Think about your CLOSEST FRIENDS, the people your own age whom you like best--whether or not they are presently in this room.

Who are these people you like best? (Print only 1-3 names.)

---



---



---

Now please answer the following questions as you think your CLOSEST FRIENDS would answer them.

Circle the letter in front of the statement which best answers each question below.

23. How do you think your closest friends would rate your school ability compared with other students your age?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
24. Where do you think your closest friends would say you would rank in your class in junior high school?
- a. among the best
  - b. above average
  - c. average
  - d. below average
  - e. among the poorest
25. Do you think your closest friends would say you have the ability to complete college?
- a. yes, definitely
  - b. yes, probably
  - c. not sure either way
  - d. probably not
  - e. definitely not
26. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your closest friends would say it is that you could complete such advanced work?
- a. very likely
  - b. somewhat likely
  - c. not sure either way
  - d. somewhat unlikely
  - e. very unlikely

(5-27) 27. What kind of grades do you think your closest friends would say you are capable of getting in general?

- a. mostly A's
- b. mostly B's
- c. mostly C's
- d. mostly D's
- e. mostly E's

(5-28) 28. How far do you think your closest friends expect you to go in school?

- a. They expect me to quit as soon as I can.
- b. They expect me to go to high school for a while.
- c. They expect me to graduate from high school.
- d. They expect me to go to secretarial or trade school.
- e. They expect me to go to college for a while.
- f. They expect me to graduate from college.
- g. They expect me to do graduate work beyond college.

(5-29) 29. In general, would your closest friends say you are doing as well as you are capable of doing in school?

- a. yes, definitely
- b. yes, probably
- c. not sure either way
- d. probably not
- e. definitely not

GO ON TO THE NEXT PAGE.

Think about your favorite teacher--the one you like best--the one you feel is most concerned about your school work.

What is this teacher's name? \_\_\_\_\_

What subject(s) do you have this teacher for? \_\_\_\_\_

Now answer the following questions as you think this TEACHER would answer them. Circle the letter in front of the phrase which best answers each question.

(5-30) 30. How do you think this teacher would rate your school ability compared with the other students your age?

- a. among the best
- b. above average
- c. average
- d. below average
- e. among the poorest

(5-31) 31. Where do you think this teacher would say you would rank in your class in junior high school?

- a. among the best
- b. above average
- c. average
- d. below average
- e. among the poorest

(5-32) 32. Do you think that this teacher would say you have the ability to complete college?

- a. yes, definitely
- b. yes, probably
- c. not sure either way
- d. probably not
- e. definitely not

(5-33) 33. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this teacher would say it is that you could complete such advanced work?

- a. very likely
- b. somewhat likely
- c. not sure either way
- d. somewhat unlikely
- e. very unlikely

(5-34) 34. What kind of grades do you think this teacher would say you are capable of getting in general?

- a. mostly A's
- b. mostly B's
- c. mostly C's
- d. mostly D's
- e. mostly E's

(5-35) 35. How far do you think this teacher expects you to go in school?

- a. He (she) expects me to quit as soon as I can.
- b. He expects me to go to high school for a while.
- c. He expects me to graduate from high school.
- d. He expects me to go to secretarial or trade school.
- e. He expects me to go to college for a while.
- f. He expects me to graduate from college.
- g. He expects me to do graduate work beyond college.

(5-36) 36. In general, would this teacher say you are doing as well as you are capable of doing in school?

- a. yes, definitely
- b. yes, probably
- c. not sure either way
- d. probably not
- e. definitely not

Now we would like you to remember how well you did in school before this year--seventh grade.

(5-37) 37. In general, what kind of grades do you remember getting in school before the seventh grade?

- a. mostly A's
- b. A's and B's
- c. mostly B's
- d. B's and C's
- e. mostly C's
- f. C's and D's
- g. mostly D's
- h. D's and E's
- i. mostly E's

(5-38) 38. In general, how good do you think your work in school was before the seventh grade?

- a. very good
- b. above average
- c. average
- d. below average
- e. much below average

GO ON TO THE NEXT PAGE.

We would now like to know how you feel about some things concerning school. There are no right or wrong answers; just circle the answer you think is correct.

---

(5-39) 39. A person's feelings about school affect his work.

- a. True
- b. False

(5-40) 40. A person has attitudes about himself which he gets from other people.

- a. True
- b. False

(5-41) 41. If a person feels good about how he will do in a school subject, then he will do well in it.

- a. True
- b. False

(5-42) 42. Education is valued by many people such as parents, teachers, and friends.

- a. True
- b. False

(5-43) 43. There are many people who are concerned about how well we do in school.

- a. True
- b. False

(5-44) 44. Some tests, such as I.Q. tests, are often emphasized too much, since I.Q. tests only measure what we know.

- a. True
- b. False

(5-45) 45. Most people can really do better in school than they are doing.

- a. True
- b. False

GO ON TO THE NEXT PAGE.

Circle yes, no, or don't know for each statement below.

- 
- (5-46) Don't Know Yes No 46. I like school.
- (5-47) Yes Don't Know No 47. I could do better in school.
- (5-48) No Yes Don't Know 48. My teachers like me.
- (5-49) Don't Know No Yes 49. I am happy with the way I am doing in school.
- (5-50) Yes No Don't Know 50. If I wanted to, I could improve.
- (5-51) No Don't Know Yes 51. Most of the pupils do better work than I do.
- (5-52) Yes No Don't Know 52. If I really tried, I could make the best grades in my class.
- (5-53) No Don't Know Yes 53. I will be glad when I am out of school for good.
- (5-54) Don't Know No Yes 54. My teachers think that I am smarter than I am.
- (5-55) Yes No Don't Know 55. I learn things about as fast as others in my class.
- (5-56) No Yes Don't Know 56. I feel pretty good about how I get along in school.
- (5-57) Don't Know Yes No 57. My mother and father think that I am getting along all right in school.
- (5-58) Yes No Don't Know 58. Tests really make me look worse than I am.
- (5-59) No Don't Know Yes 59. I do poorly on tests.
- (5-60) Don't Know No Yes 60. No one really cares how I do in school.

THE END. PLEASE SIT QUIETLY WHILE THE OTHERS ARE FINISHING. YOU MAY READ OR STUDY IF YOU DO NOT DISTURB THE OTHER STUDENTS.

## PART IV

INSTRUCTIONS FOR TEEN TUTOR TEACHERS' BIWEEKLY RECORD OF CHANGE IN TEEN TUTORS

The purpose of these records is two-fold:

- (1) to obtain the extent and direction of change that may have taken place in the experimental subjects, and
- (2) to obtain evidence you have noted as indicative of change.

Follow these general instructions:

- (1) For each objective you are to circle a number indicative of the extent and direction of change in the subject during the week for which the record is being made. (This means you will be filling out records for each Teen Tutor only every other week. During the alternate weeks, the other Teen Tutor teacher will be making the record. This also means you will fill out the form for half of the Teen Tutors each week.)
- (2) For each plus (+) or minus (-) number circled, you must give some evidence to substantiate the extent and direction of change.
- (3) Limit the evidence to non-objective results (i.e., non-test results) that will not be recorded on the profile sheets. Include any pertinent observation from any source except classroom testing.
- (4) These records are to be completed as of the last day of the week--usually Friday.
- (5) These records are in lieu of the anecdotal records kept previously.

Student's Name \_\_\_\_\_ Biweekly Period Ending \_\_\_\_\_ / \_\_\_\_\_  
month day  
Subject Number \_\_\_\_\_ Teacher: Ingledue  
Dean

A-35

TEEN TUTOR TEACHERS' BIWEEKLY RECORD OF CHANGE IN TEEN TUTORS

**KEY:**

<u>+2</u>	<u>+1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>
evidence for	evidence for	no	evidence for	evidence for
<u>marked</u>	<u>some</u>	<u>evidence</u>	<u>some</u>	<u>marked</u>
<u>positive</u>	<u>positive</u>	<u>for</u>	<u>negative</u>	<u>negative</u>
<u>change</u>	<u>change</u>	<u>change</u>	<u>change</u>	<u>change</u>

A1.1 Does the Teen Tutor now know more about how human beings develop from birth through adulthood; in other words, how each person becomes an individual somewhat different from every other person?

+2      +1      0      -1      -2

A1.2 Is the TT more aware that it is important to be polite, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

+2      +1      0      -1      -2

A1.3 Does the TT better understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

+2      +1      0      -1      -2

A1.4 Has the TT learned something about the way he acted or felt in the past or about the kind of person he can be in the future that helps him to understand himself at the present time?

+2      +1      0      -1      -2

A1.5 Does the TT now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

+2      +1      0      -1      -2

+2 definite change for the better	+1 probable change for the better	0 no change at all	-1 probable change for the worse
---	---	--------------------------------	--

A2.0 (a) As a result of studying about teen-agers, does the TT have a better understanding of himself, or who he is and what he can do?

+2            +1            0            -1            -2

(b) Further, has this study about teen-agers helped the TT become more confident in what he does while working and playing with other people?

+2            +1            0            -1            -2

A3.0 (a) Is the TT more aware that parents are also people who have problems and that he can help them with their problems by being considerate of them and by trying to understand why they expect him to do certain things?

+2            +1            0            -1            -2

(b) Does the TT feel that his understanding of the problems parents face will help him to be a better parent when he is an adult?

+2            +1            0            -1            -2

A4.0 Has the TT become aware of the social services that families and children can use and that he is responsible for using these services himself or for encouraging his family to use them?

+2            +1            0            -1            -2

A5.1 (a) Does the TT know better what to say and how to speak with children from one to five years of age?

+2            +1            0            -1            -2

(b) Does he know better what to say and how to speak with people his own age?

+2            +1            0            -1            -2

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	<u>-2</u> definite change for the worse
--	--	---------------------------------------	---	---

(c) Does he know better what to say and how to speak with adults (parents, teachers, or others)?

+2            +1            0            -1            -2

A5.2 (a) Has the TT increased his ability to know what to do and how to get an idea across to children from one to five years of age without speaking?

+2            +1            0            -1            -2

(b) Has he increased his ability to know what to do and how to get an idea across to people his own age without speaking?

+2            +1            0            -1            -2

(c) Has he increased his ability to know what to do and how to get an idea across to adults (parents, teachers, or others)?

+2            +1            0            -1            -2

A6.0 Has the TT's study of the things that make people look, act, speak, or smell differently from him helped him to understand why they are different?

+2            +1            0            -1            -2

A7.0 Is the TT better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

+2            +1            0            -1            -2

D2.0 Does the TT feel more important or satisfied because he has planned and carried out successful kindergarten activities?

+2            +1            0            -1            -2

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	
--	--	---------------------------------------	---	--

D3.0 Has the TT's observation of the teachers teaching the kindergartners helped him in finding out how young children learn and how teachers help them to understand things?

+2            +1            0            -1            -2

D4.0 Has the TT learned anything in the class-room or observed anything in the kindergarten that has helped him to understand the development of young children?

+2            +1            0            -1            -2

## PART V

INSTRUCTIONS FOR KINDERGARTEN TEACHERS' BIWEEKLY RECORD OF CHANGE IN TEEN TUTORS

The purpose of these records is two-fold:

- (1) to obtain the extent and direction of change that may have taken place in the experimental subjects, and
- (2) to obtain evidence you have noted as indicative of change.

Follow these general instructions:

- (1) For each objective you are to circle a number indicative of the extent and direction of change in the subject during the two-week period for which the record is being made. (You will fill out a record for each Teen Tutor in the morning or afternoon session during which you do not have the kindergarten class [i.e., for those Teen Tutors with whom you work]. This means you will fill out approximately 20 records every other week.)
- (2) For each plus (+) or minus (-) number circled you must give some evidence to substantiate the extent and direction of change.
- (3) Limit the evidence to non-objective results (i.e., non-test results) that will not be recorded on the profile sheets. Include any pertinent observation from any source except classroom testing.
- (4) These records are to be completed as of the last day of the week--usually Friday.
- (5) These records are in lieu of the anecdotal records kept previously.

Student's Name \_\_\_\_\_ Biweekly Period Ending \_\_\_\_/\_\_\_\_/\_\_\_\_ A-40  
month day  
Student Number \_\_\_\_\_ Teacher: \_\_\_\_\_ Goodwin  
\_\_\_\_\_ Shimansky

KINDERGARTEN TEACHERS' BIWEEKLY RECORD OF CHANGE IN TEEN TUTORS

<u>+2</u> evidence for <u>marked</u> <u>positive</u> <u>change</u>	<u>+1</u> evidence for <u>some</u> <u>positive</u> <u>change</u>	<u>0</u> <u>no</u> <u>evidence</u> <u>for</u> <u>change</u>	<u>-1</u> evidence for <u>some</u> <u>negative</u> <u>change</u>	<u>-2</u> evidence for <u>marked</u> <u>negative</u> <u>change</u>
--	--	---	--	--

Does the Teen Tutor now know more about how human beings develop from birth through adulthood; in other words, how each person becomes an individual somewhat different from every other person?

+2      +1      0      -1      -2

Does the TT better understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

+2      +1      0      -1      -2

Has the TT learned something about the way he acted or felt in the past or about the kind of person he can be in the future that helps him to understand himself at the present time?

+2      +1      0      -1      -2

Does the TT now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

+2      +1      0      -1      -2

(a) As a result of studying about teen-agers, does the TT have a better understanding of himself, or who he is and what he can do?

+2      +1      0      -1      -2

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	<u>-2</u> definite change for the worse
--	--	---------------------------------------	---	---

(b) Further, has this study about teen-agers helped the TT become more confident in what he does while working and playing with other people?

+2            +1            0            -1            -2

A5.1 (a) Does the TT know better what to say and how to speak with children from one to five years of age?

+2            +1            0            -1            -2

(b) Does the TT know better what to say and how to speak with people his own age?

+2            +1            0            -1            -2

(c) Does the TT know better what to say and how to speak with adults (parents, teachers, or others)?

+2            +1            0            -1            -2

A5.2 (a) Has the TT increased his ability to know what to do and how to get an idea across to children from one to five years of age without speaking?

+2            +1            0            -1            -2

(b) Has the TT increased his ability to know what to do and how to get an idea across to people his own age?

+2            +1            0            -1            -2

(c) Has the TT increased his ability to know what to do and how to get an idea across to adults (parents, teachers, or others)?

+2            +1            0            -1            -2

+2  
definite  
change  
for the  
better

+1  
probable  
change  
for the  
better

0  
no  
change  
at  
all

-1  
probable  
change  
for the  
worse

A-4:  
-2  
definite  
change  
for the  
worse

A7.0 Is the TT better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

+2      +1      0      -1      -2

D2.0 Does the TT feel more important or satisfied because he has planned and carried out successful kindergarten activities?

+2      +1      0      -1      -2

D3.0 Has the TT's observation of the teachers teaching the kindergartners helped him in finding out how young children learn and how teachers help them to understand things?

+2      +1      0      -1      -2

D4.0 Has the TT learned anything in the classroom or observed anything in the kindergarten that has helped him to understand the development of young children?

+2      +1      0      -1      -2

## PART VI

MEMO

DATE: Monday, March 18, 1968  
FROM: Dr. Jay Lowe, Evaluator  
TO: All Teen Tutors

It is important for every 7th grader to think about changes that take place in his life at home, at school, with friends, etc. One way you can know how you are doing in school is to compare your grades from one report card time to the next. Another way is to ask yourself questions about how your behavior or attitudes have changed. Several days ago I asked you to fill out a series of questions about changes in you this year. I told you this was not a test but was simply a way of finding out what changes you think have occurred in you.

Since some of you did not understand some of the questions, I have made a list of them for you. If you have questions about the meaning of any question on this list, ask me, your teachers, or your fellow Teen Tutors to explain it to you. Think about whether your fellow Teen Tutors have changed any. Talk among yourselves about what changes you notice in each other. Read the questions once in a while. They are guidelines for the kinds of change a 7th grader can make in the Teen Tutorial Program.

Remember! Keep the questions, think about change in yourself, and talk with other about the questions.

## TEEN TUTOR EVALUATION OF CHANGE IN SELF

INSTRUCTIONS

TEEN TUTOR: We are interested in the changes that may have occurred in you as a result of the Teen Tutor Program. We would like you to answer each of the questions listed so we may know how the program has affected you. Think through each question carefully, and circle the one number that best describes your answer to that question. If you honestly feel there has been no change in you on a given question, simply circle the zero. If you think you have probably changed for the better, circle the plus one. If you think you have definitely changed for the better, circle the plus two. If you think you have probably changed for the worse, circle the minus one. If you think you have definitely changed for the worse, circle the minus two. The following key will aid you in answering the questions:

+2  
definite  
change  
for the  
better

+1  
probable  
change  
for the  
better

0  
no  
change  
at  
all

-1  
probable  
change  
for the  
worse

-2  
definite  
change  
for the  
worse

In addition to circling a number for each answer, please write any comments you may have about your answer in the space below the numbers. It is not necessary to write a comment when you circle a zero. For any question for which you have circled +1, +2, -1, or -2, however, you should always write some comment. Only the persons conducting this study will see your answers, so circle and write exactly what change you feel has occurred in you.

+2  
definite  
change  
for the  
better

+1  
probable  
change  
for the  
better

0  
no  
change  
at  
all

-1  
probable  
change  
for the  
worse

-2  
definite  
change  
for the  
worse

Al.1 Do you now know more about how human beings develop from birth through adulthood; in other words, how each person becomes an individual somewhat different from every other person?

+2      +1      0      -1      -2

---

Al.2 Are you more aware that it is important to be polite, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

+2      +1      0      -1      -2

---

Al.3 Do you better understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

+2      +1      0      -1      -2

---

Al.4 Have you learned something about the way you acted or felt in the past or about the kind of person you can be in the future that helps you to understand yourself at the present time?

+2      +1      0      -1      -2

---

+2  
definite  
change  
for the  
better

+1  
probable  
change  
for the  
better

0  
no  
change  
at  
all

-1  
probable  
change  
for the  
worse

-2  
definite  
change  
for the  
worse

A-46

A1.5 Do you now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

+2      +1      0      -1      -2

---

A2.0 (a) As a result of studying about teen-agers, do you have a better understanding of yourself, or who you are and what you can do?

+2      +1      0      -1      -2

---

(b) Further, has this study about teen-agers helped you become more confident in what you do while working and playing with other people?

+2      +1      0      -1      -2

---

A3.0 (a) Are you more aware that parents are also people who have problems and that you can help them with their problems by being considerate of them and by trying to understand why they expect you to do certain things?

+2      +1      0      -1      -2

---

(b) Do you feel that your understanding of the problems parents face will help you to be a better parent when you are an adult?

+2      +1      0      -1      -2

---

A4.0 Have you become aware of the social services that families and children can use and that you are responsible for using these services yourself or for encouraging your family to use them?

+2      +1      0      -1      -2

---

+2  
definite  
change  
for the  
better

+1  
probable  
change  
for the  
better

0  
no  
change  
at  
all

-1  
probable  
change  
for the  
worse

-2 A-47  
definite  
change  
for the  
worse

---

A5.1 (a) Do you know better what to say and how to speak with children from one to five years of age?

+2      +1      0      -1      -2

---

(b) Do you know better what to say and how to speak with people your age?

+2      +1      0      -1      -2

---

(c) Do you know better what to say and how to speak with adults (parents, teachers, or others)?

+2      +1      0      -1      -2

---

A5.2 (a) Have you increased your ability to know what to do and how to get an idea across to children from one to five years of age without speaking?

+2      +1      0      -1      -2

---

(b) Have you increased your ability to know what to do and how to get an idea across to people your age without speaking?

+2      +1      0      -1      -2

---

(c) Have you increased your ability to know what to do and how to get an idea across to adults (parents, teachers, or others)?

+2      +1      0      -1      -2

---

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	<u>-2</u> definite change for the worse
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A6.0 Has your study of the things that make people look, act, speak, or smell differently from you helped you to understand why they are different?

+2      +1      0      -1      -2

---

A7.0 Are you better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

+2      +1      0      -1      -2

---

D2.0 Do you feel more important or satisfied because you have planned and carried out successful kindergarten activities?

+2      +1      0      -1      -2

---

D3.0 Has your observation of the teachers teaching the kindergartners helped you in finding out how young children learn and how teachers help them to understand things?

+2      +1      0      -1      -2

---

D4.0 Have you learned anything in the classroom or observed anything in the kindergarten that has helped you to understand the development of young children?

+2      +1      0      -1      -2

---

Dear Junior High Teacher:

PART VII

A-49

The Teen Tutorial Program involves some of the students in your classes. As a part of evaluating the effects of the program on the students, we would like for you, the students' teacher in the seventh grade, to lend us your expertise by telling us any change(s) you may have noticed in the students during the first half of the year. Mr. Gilbert, your principal, has approved our request to get you involved in this program. In return, we hope to be able to tell you what effects the program has had on the students. We are asking you to fill out the forms for only those students you have in your classes.

To aid you, we have already filled in the student's name on each form. The form consists of 16 questions for which we would like you to do two things: (1) For each question circle a number (+2 to -2) indicative of the extent and direction of change you may have noticed in the student since the beginning of the school year. (2) If you circle a zero (0) indicating no change, you need write nothing more. For each plus (+) or minus (-) number you circle, please write some comment regarding a pertinent observation of evidence of change in the student. We frankly do not expect that you will circle many ones or twos, but we request that you write some comment for any such cases.

The following scale is given here and at the top of each page for your reference:

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	<u>-2</u> definite change for the worse
--	--	---------------------------------------	---	---

Please return the completed forms in this envelope to Dr. Lowe, Teen Tutorial Program, by the end of March.. We sincerely thank you for your help in evaluating the Teen Tutors.

<u>+2</u> definite change for the better	<u>+1</u> probable change for the better	<u>0</u> no change at all	<u>-1</u> probable change for the worse	A-50 <u>-2</u> definite change for the worse
--	--	---------------------------------------	---	---

---

Al.1 Does the Teen Tutor now know more about how human beings develop from birth; in other words, how each child becomes an individual somewhat different from every other child?

+2            +1            0            -1            -2

Al.2 Is the TT more aware that it is important to be polite, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

+2            +1            0            -1            -2

Al.3 Does the TT understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

+2            +1            0            -1            -2

Al.4 Has the TT learned something about the way he acted or felt in the past or about the kind of person he can be in the future that helps him to understand himself at the present time?

+2            +1            0            -1            -2

Al.5 Does the TT now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

+2            +1            0            -1            -2

A2.0 (a) As a result of studying about teen-agers, does the TT have a better understanding of himself, or who he is and what he can do?

+2            +1            0            -1            -2

(b) Further, in this study about teenagers helped the TT become more confident in what he does while working and playing with other people?

+2      +1      0      -1      -2

A3.0 (a) Is the TT more aware that parents are also people who have problems and that he can help them with their problems by being considerate of them and by trying to understand why they expect him to do certain things?

+2      +1      0      -1      -2

(b) Does the TT feel that his understanding of the problems parents face will help him to be a better parent when he is an adult?

+2      +1      0      -1      -2

A4.0 Has the TT become aware of the social services that families and children can use and that he is responsible for using these services himself or for encouraging his family to use them?

+2      +1      0      -1      -2

A5.1 (b) Does the TT know better what to say and how to speak with people his own age?

+2      +1      0      -1      -2

(c) Does the TT know better what to say and how to speak with adults (parents, teachers, or others)?

+2      +1      0      -1      -2

A5.2 (b) Has the TT increased his ability to know what to do and how to get an idea across to people his own age without speaking?

+2      +1      0      -1      -2

(c) Has he increased his ability to know what to do and how to get an idea across to adults (parents, teachers, or others) without speaking?

A6.0 Has the TT's study of the things that make people look, act, speak, or smell differently from him helped him to understand why they are different?

+2       +1       0       +1       -2

A7.0 Is the TT better able to choose a film-strip, movie, record, game, or book that kindergarten children would enjoy and understand?

+2       +1       0       -1       -2

## PART VIII

Observation

In section 1A under Major Project Objectives and Procedures for Evaluation, observation was discussed as an integral part of process evaluation. The observation so far indicates that the teachers are presenting the overall classroom climate in such a way that the students can be expected to learn the material. Moreover, they are being motivated by the material to understand themselves and other people around them. For more detailed information on observation, see the form on pp. A-54 thru A-56.

The evaluative observations of the program as previously stated have been conducted by a retired elementary school principal from the Columbus Public Schools. The procedure she followed for her observation in the Teen Tutorial Program generally follows the procedure below:

1. This observer is a non-participant, simply jotting down on the back of the observation form the appropriate information of what is taking place in a given activity. In essence, a running account of what has been happening during the activity. Now, by activity is meant a team teacher's instructing the total class or a small group, a small group of Teen Tutor's working together on a project, or one or more Teen Tutors' working together with one or more kindergartners in the kindergarten classroom setting. As a non-participant observer, she makes note of such pertinent information as the date, kind of activity, chronological order of activity in the day's schedule, length of time involved in the activity, number of Teen Tutors, and/or kindergartners involved, the team members involved, the basic statement of purpose as ascertained from either the project schedule posted on the door of the activity room or a statement from the Teen Tutor or team teacher.
2. The observer handles each given activity in the same manner. Upon completing all the activities for a given session, in other words, after class time is over, she is to go through the evaluation process of each of the activities. There are four basic factors in her evaluation: (a) she attempts to determine the effectiveness of the teacher or Teen Tutor in working in the classroom setting; (b) the extent to which the Teen Tutors and /or kindergartners are motivated by the activity; (c) a rating of the overall climate for learning involved in all of the preceding plus extraneous factors. For each of these three basic kinds of information, she gets an indication of exactly what did happen, what enhanced the effectiveness, motivation, or climate for learning, and what hindered the effectiveness, motivation, or learning. After completing these separate but related kinds of observation, she gives a resumé of the activity and a detailed evaluation of the activity itself. The forms are then relayed to the consultant--evaluator for analysis during and at the end of the program.
3. The last thing the observer does is to make a running schedule of the day's activities which she has observed, so that persons evaluating this material might have a concise record of what took place during the time observation was being made. Though shaky at first, this procedure seems to be working out rather well, and it appears that with the settling down of the instruments and the observer who is learning to use the instruments, we will begin to get process data which may be useful in determining change that may take place within the classroom setting or within individual persons, either kindergartners or Teen Tutors.

Observation Form  
 Teen Tutorial Project - Teen Tutor Classroom

Date \_\_\_\_\_ Activity \_\_\_\_\_ Activity Number \_\_\_\_\_

Place of Activity \_\_\_\_\_ Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.

Observer \_\_\_\_\_ Time Activity Began \_\_\_\_:\_\_\_\_ Ended \_\_\_\_:\_\_\_\_

Number of Teen Tutor Boys \_\_\_\_\_ Girls \_\_\_\_\_

Team Members Involved \_\_\_\_\_

Purpose: \_\_\_\_\_

I. How effective is the teacher(s) in working with the Teen Tutors?

1 \_\_\_\_\_ Very effective      A. How did the teacher(s) conduct the activity?

2 \_\_\_\_\_ Effective

3 \_\_\_\_\_ Fairly effective      B. What enhanced the effectiveness?

4 \_\_\_\_\_ Ineffective

C. What hindered the effectiveness?

II. To what extent are the Teen Tutors motivated by the activity? (If the same for both boys and girls, use a check (✓). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1 \_\_\_\_\_ Highly motivated      A. How was the Teen Tutor motivated?

2 \_\_\_\_\_ Motivated

3 \_\_\_\_\_ Somewhat motivated      B. What enhanced the motivation?

4 \_\_\_\_\_ Not motivated

C. What hindered the motivation?

## III. What is the overall "climate for learning"?

1\_\_\_Excellent

A. Comments on question.

2\_\_\_Good

3\_\_\_Fair

B. What enhanced the climate for learning?

4\_\_\_Poor

C. What hindered the climate for learning?

- IV. Observations on situations in the classroom in which change (positive or negative) occurs or may occur in future observations. Especially note any significant situations affecting the whole class, an individual, or a work group.

Resumé of activity:

Evaluation of activity:

T Subject Number

PART 17a

NAME (as of 10/1/67) I.Q. (196 )

Achievement (196 )

years months

OBJECTIVES	Pre-Test Scores	Post-Test Scores	Pre-Post Change	WR		
				December	January	February
1.1 Individual Differences in Children				8	15	5
1.2 Social Relations in Maturation						
1.3 Effects of Deprivation on Young Children						
1.4 Relation of Self to Past and Future						
1.5 Coping with Stress						
2.0 Understanding Self and Self Relating to Others						
3.0 Parents as People and Parenting Role						
4.0 Awareness of Community Services						
5.1 Ability to Communicate Verbally						
5.2 Ability to Communicate Non-Verbally						
5.0 Knowledge of Race and Culture						
7.0 Awareness of Kgn. Level Lit., Games, and Activities to Improve Skills						
8.0 Self-Worth by Tutorial Assistance						
9.0 Learn by Observation						
Learn by Tutorial Assistance						

PART IXb

WEEKLY TEACHER RECORDS OF CHANGE			REGULAR PROGRAM TESTING
WEEK	TECHNIQUE	WEEK	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	
17		17	
18		18	
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85		85	
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87		87	
88		88	
89		89	
90		90	
91		91	
92		92	
93		93	
94		94	
95		95	
96		96	
97		97	
98		98	
99		99	
100		100	

January				February				March				
2	19	26		2	9	16	23	1	8	15	22	29

PART X

A-59

INTERVIEW OUTLINE FOR FIRST HOME VISIT WITH  
PARENTS OF TEEN TUTORS

DATE \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_ CASE NUMBER \_\_\_\_\_

1. Explain the purpose and scheduling patterns of the Teen Tutor project.

\* How the teen tutors can be helpful with young children and what they can learn from their experience with the kindergarten children.

\* What knowledge they should gain about how children grow and develop and about community resources to help people with certain common problems.

2. Explain that since this is a demonstration project only a small percentage of the seventh-graders were chosen to take part. If it proves valuable it may be expanded to other schools.

3. How do you feel about (CHILD'S) participating in this program as a part of his (her) seventh-grade program?

- 1 \_\_\_\_\_ Enthusiastic  
2 \_\_\_\_\_ Agreeable  
3 \_\_\_\_\_ Indifferent  
4 \_\_\_\_\_ Negative

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Has (CHILD) discussed the program with you?

- 1 \_\_\_\_\_ Yes  
2 \_\_\_\_\_ No

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is (CHILD'S) attitude toward being a part of this program?

- 1 \_\_\_\_\_ Enthusiastic  
2 \_\_\_\_\_ Agreeable  
3 \_\_\_\_\_ Indifferent  
4 \_\_\_\_\_ Negative

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What are the ages of the other children in your home?

Boy(s) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Girl(s) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. Tell me about (CHILD) and what he/she is like at home.

a. Does (CHILD) help care for any pre-school children?

- 1 \_\_\_\_\_ Yes. Who? \_\_\_\_\_  
Where? \_\_\_\_\_  
How often? \_\_\_\_\_

- 2 \_\_\_\_\_ No  
\_\_\_\_\_ None around  
\_\_\_\_\_ Not allowed to  
\_\_\_\_\_ Doesn't want to

b. Does (CHILD) usually do this willingly?

- 1 \_\_\_\_\_ Usually  
2 \_\_\_\_\_ Sometimes  
3 \_\_\_\_\_ Not usually

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Does (CHILD) get paid for this child care?

1        Yes      2        Sometimes      3        No      (Rate: \$ .      per hour)

d. What does he do around the house to help out (e.g., washing dishes, cleaning room, yard work, child care)?

LIST: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e. Does (CHILD) usually perform these tasks willingly?

1        Usually  
 2        Sometimes  
 3        Not usually

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

f. How well does (CHILD) usually do these tasks?

1        Very thoroughly  
 2        Acceptably  
 3        Poorly (halfway)

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

g. How well does (CHILD) get along with family members?

	Very Well	Fairly Well	Poorly	Very Poorly	
Mother					Comments: _____
Father					Comments: _____
Sister(s)					Comments: _____
Brother(s)					Comments: _____
_____					Comments: _____
_____					Comments: _____

h. Can you depend upon (CHILD) to carry out his (her) duties without reminders or supervision?

1        Usually  
 2        Sometimes  
 3        Not usually

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

i. Does (CHILD) usually take responsibility for his(her) own actions, such as doing things on his(her) own or accepting the blame for things that go wrong?

1        Usually  
 2        Sometimes  
 3        Not usually

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

j. How well does (CHILD) organize his(her) time?

1.        Well  
 2.        O.K.  
 3.        Poorly

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

k. (1) Does (CHILD) respond willingly to a request for help when he(she) does not get paid?

1.        Usually  
 2.        Sometimes  
 3.        Not usually

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(2) Does child respond willingly to a request for help when he(she) does get paid?

1.        Usually  
 2.        Sometimes  
 3.        Not usually

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

l. What are (CHILD'S) particular interests, hobbies, or recreational activities?

LIST: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

m. Does child have any idea what kind of job he(she) would like when he(she) finishes school?

1.        No  
 2.        Yes

(a) What? \_\_\_\_\_  
 (b) Why? \_\_\_\_\_  
 (c) How do you feel about this choice? \_\_\_\_\_  
 \_\_\_\_\_

8. (a) What do you want (CHILD) to do between now and age sixteen? \_\_\_\_\_  
 \_\_\_\_\_

(b) . . . after age sixteen? \_\_\_\_\_  
 \_\_\_\_\_

9. What would you like (CHILD) to learn or experience from this program?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. We are planning to have some informal meetings for the parents of teen tutors at the school and perhaps in the homes of some of the teen tutors. For these meetings we can provide a ride to the meeting and a person to care for the young children.

(a) Would you be willing to come to an informal meeting of parents of teen tutors at the home of one of the teen tutors?

Yes       

No       

Maybe

(b) . . . . . at the school? Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

COMMENTS: \_\_\_\_\_

(c) What would you like to talk about, do, or get information about at an informal parents' meeting?

LIST: \_\_\_\_\_  
 \_\_\_\_\_

(1) Would you be interested in any of these things? (Hand the parent the information card.)

- 1 \_\_\_\_\_ No  
 2 \_\_\_\_\_ Yes, \_\_\_\_\_ discussion of the teen tutor course  
 Yes, \_\_\_\_\_ discussion of what a parent should expect of teenagers and young children  
 Yes, \_\_\_\_\_ discussion with the teachers about my teen tutor's participation and progress in the program  
 Yes, \_\_\_\_\_ observation of some typical activities with the kindergarten children  
 Yes, \_\_\_\_\_ discussion of ways to communicate with and understand teenagers  
 Yes, \_\_\_\_\_ a social meeting such as a supper or square dance  
 Yes, \_\_\_\_\_ films used in the teen tutor class  
 Yes, \_\_\_\_\_ discussion of ways to help my teenager choose a career and prepare for it.

11. Would you like for us to:

a. Arrange for someone to bring you to the meetings?

1 \_\_\_\_\_ Yes      2 \_\_\_\_\_ No, I have a car      3 \_\_\_\_\_ No

b. Take care of your younger children during the meeting?

1 \_\_\_\_\_ Yes      2 \_\_\_\_\_ No, I'll make arrangements      3 \_\_\_\_\_ No

12. When would be the best time for you to come to a meeting?

- a. \_\_\_\_\_ morning \_\_\_\_\_: \_\_\_\_\_ A.M.  
 b. \_\_\_\_\_ afternoon \_\_\_\_\_: \_\_\_\_\_ P.M.  
 c. \_\_\_\_\_ evening \_\_\_\_\_: \_\_\_\_\_ P.M.  
 d. \_\_\_\_\_ no preference

**IMPRESSIONS OF INTERVIEWER:**

(Briefly comment on the parent's attitude toward their children, the program, the school, the parents' meetings; the home situation; the possibility of having a parents' meeting there; etc.)

### TEEN TUTORIAL PROGRAM

Mr. Gene Telego,  
Supervisor

Mrs. Jo Goodwin  
Miss Karen Shimansky (Ebenhack)  
Kindergarten Teachers

Miss Joanne Ingledue  
Mrs. Carol Dean  
Program Teachers

Finland Junior High School  
Office Phone 276-1752

Finland Elementary School  
Classroom Phone 276-1489

Feel free to call or visit any of these people about questions you have on the Teen Tutorial Program or anything with which you think they can help you. We want to do anything that will make the program help you, the parents, or your children.

Remember that we will be happy to make arrangements to get you to the Parents' Meetings. We can get you a ride to and from the meetings and care for young children at the meetings.

(back of card)

### POSSIBLE TOPICS FOR DISCUSSION TEEN TUTORIAL PROGRAM PARENTS' MEETINGS

1. Discussion of the Teen Tutor Course.
2. Discussion of what a parent should expect of young children and teen-agers.
3. Discussion with the teachers about child's participation and progress in the kindergarten program.
4. Observation of some typical activities with kindergarten children.
5. Discussion of ways to communicate with and understand young children.
6. A social meeting such as a supper or square dance.
7. Films used in the Teen Tutor class.
8. Anything that will help you or your child(ren). Write down any ideas you may think of and let us know about them.

## PART XI

Peabody Picture Vocabulary Test

Administered by a female examiner, the Peabody Picture Vocabulary Test "is designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary."\* Information provided by the test includes mental age, I.Q., and percentile.

Expanded Manual of Peabody Picture Vocabulary Test, Lloyd M. Dunn, American Guidance Service, Inc., Minneapolis, 1965, page 25.

## PART XII

## HEAD START BEHAVIOR INVENTORY USED IN TEEN TUTORIAL PROJECT, DEMONSTRATION PHASE

1967 - 1968

Dimension	Positive Items (+)	Negative Items (-)
1. Sociability, Cooperation, Politeness	33, 35, 38, 45	7, 16, 24, 37
2. Independence, Dependence	13, 21, 44	4, 40, 41
3. Curiosity, Enthusiasm, Exploration, Creativity	5, 30, 39, 43	14, 22, 32, 46
4. Persistence	11, 20	3, 28
5. Emotionality	1, 23, 31, 48	26, 36, 42, 49
6. Self-Confidence	9, 15	6, 18
7. Jealousy, Attention Seeking	2, 27	10, 19
8. Achievement	8, 25, 29	17, 34, 47
9. Leadership	50	12
10. Overall Adjustment		

(+) items are scored as follows:

Very Much Like = 4  
 Somewhat Like = 3  
 Very Little Like = 2  
 Not At All Like = 1

(-) items are scored as follows:

Very Much Like = 1  
 Somewhat Like = 2  
 Very Little Like = 3  
 Not At All Like = 4



	Very much like	Some- what like	Very little like	Not at all like
	1	2	3	4
27. Does not need attention or approval from adults to sustain him in his work or play				
28. When faced with a difficult task, he either does not attempt it or gives up very quickly . . . . .				
29. Does not like to be interrupted when engaged in demanding activities, e.g., puzzles, painting, constructing things . . . . .				
30. Welcomes changes and new situations; is venturesome, explores, and generally enjoys novelty . . . . .				
31. Calmly settles difficulties that arise without appeal to adults or others . . . . .				
32. Is reluctant to use imagination; tends not to enjoy "make-believe" games . . . . .				
33. Likes to talk with or socialize with the teacher . . . . .				
34. Often will not engage in activities unless strongly encouraged . . . . .				
35. Is eager to inform other children of the experiences he has had . . . . .				
36. Emotional response is customarily very strong; over-responds to usual classroom problems, frustrations, and difficulties . . . . .				
37. Is uncooperative in group activities . . . . .				
38. Is usually polite to adults; says "Please," "Thank you," etc. . . . .				
39. Asks many questions for information about things, persons, etc. (Emphasis here should be on questions prompted by genuine curiosity rather than bids for attention.) . . . . .				
40. Usually does what adults ask him to do . . . . .				
41. Requires the company of other children; finds it difficult to work or play by himself				
42. Responds to frustration or disappointment by becoming sullen, withdrawn, or sulky				
43. Demonstrates imaginativeness and creativity in his use of toys and play materials				
44. Insists on maintaining his rights, e.g., will not yield his place at painting, or at the carpentry bench, etc.; insists on getting his turn on the slide or in group games, etc. . . . .				
45. Is wanted as a playmate by other children . . . . .				
46. Is lethargic or apathetic; has little energy or drive . . . . .				
47. Has a tendency to discontinue activities after exerting a minimum of effort . . . . .				
48. Is generally a happy child . . . . .				
49. Approaches new tasks timidly and without assurance; shrinks from trying new things . . . . .				
50. What he does is often imitated by other children . . . . .				

DO NOT MARK IN THIS SPACE

INSTRUCTIONS FOR KINDERGARTEN TEACHERS' WEEKLY RECORD OF CHANGE IN KINDERGARTNERS

The purpose of these records is two-fold:

- (1) to obtain the extent and direction of change that may have taken place in the experimental subjects, and
- (2) to obtain evidence you have noted as indicative of change.

Follow these general instructions:

- (1) For each objective you are to circle a number indicative of the extent and direction of change in the subject during the week for which the record is being made. (You will fill out a record for each child in your kindergarten class each week.)
- (2) For each plus (+) or minus (-) number circled you must give some evidence to substantiate the extent and direction of change.
- (3) Limit the evidence to non-objective results (i.e., non-test results) that will not be recorded on the profile sheets. Include any pertinent observation from any source except classroom testing.
- (4) These records are to be completed as of the last day of the week--usually Friday.
- (5) These records are in lieu of the anecdotal records kept previously.

Student's Name \_\_\_\_\_ Weekly Period Ending \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Subject \_\_\_\_\_ Teacher: \_\_\_\_\_ Goodwin  
 \_\_\_\_\_ Shimansky

A-70

# KINDERGARTEN TEACHERS' WEEKLY RECORD OF CHANGE IN KINDERGARTNERS

KEY:            +2                      +1                      0                      -1                      -2  
                  evidence for        evidence for        no        evidence for        evidence for  
                  marked                      some                      evidence                      some                      marked  
                  positive                      positive                      for                      negative                      negative  
                  change                      change                      change                      change                      change

What evidence have you noted that shows, as a result of tutorial assistance, this child has (or has not):

D1.1 developed well in the use of communications skills?

+2        +1        0        -1        -2

D1.2 shown creative and imaginative approaches to activities?

+2        +1        0        -1        -2

D1.3 been stimulated intellectually?

+2        +1        0        -1        -2

D1.4 shown affection and a more favorable self-image?

+2        +1        0        -1        -2

## PART XIV

A-71

Observation Form  
Teen Tutorial Project - Kindergarten Classroom

Date \_\_\_\_\_ Activity \_\_\_\_\_ Activity Number \_\_\_\_\_

Place of Activity \_\_\_\_\_ Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.

Observer \_\_\_\_\_ Time Activity Began \_\_\_\_\_ : \_\_\_\_\_ Ended \_\_\_\_\_ :

Number of Teen Tutor Boys \_\_\_\_\_ Girls \_\_\_\_\_ Number of Kindergarten Boys \_\_\_\_\_ Girls \_\_\_\_\_

Team Members Involved \_\_\_\_\_

Purpose \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## I. How effective are the Teen Tutors in working with the Kindergarteners?

1 \_\_\_\_\_ Very effective

A. How did the Teen Tutor(s) conduct the activity?

2 \_\_\_\_\_ Effective

3 \_\_\_\_\_ Fairly Effective

B. What enhanced the effectiveness?

4 \_\_\_\_\_ Ineffective

C. What hindered the effectiveness?

## II. To what extent are the Teen Tutors motivated by the activity? (If the same for both boys and girls, use a check (✓). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1 \_\_\_\_\_ Highly motivated

A. How was the Teen Tutor motivated?

2 \_\_\_\_\_ Motivated

3 \_\_\_\_\_ Somewhat motivated

B. What enhanced the motivation?

4 \_\_\_\_\_ Not motivated

C. What hindered the motivation?

II. (cont'd.) To what extent are the Kindergarteners motivated by the activity?  
(If the same for both boys and girls, use a check ( ). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1\_\_\_ Highly motivated      A. How was the Kindergartener motivated?

2\_\_\_ Motivated

3\_\_\_ Somewhat motivated      B. What enhanced the motivation?

4\_\_\_ Not motivated

C. What hindered the motivation?

III. What is the overall "climate for learning"?

1\_\_\_ Excellent      A. Comments on question.

2\_\_\_ Good

3\_\_\_ Fair      B. What enhanced the climate for learning?

4\_\_\_ Poor

C. What hindered the climate for learning?

- IV. Observations on situations in the classroom in which change (positive or negative) occurs or may occur in future observations. Especially note any significant situations affecting the whole class, an individual, or a work group.

Resumé of Activity:

Evaluation of Activity:

IGN Subject Number \_\_\_\_\_ NAME \_\_\_\_\_

Age \_\_\_\_\_ (as of 10/1/67)  
 \_\_\_\_\_ years \_\_\_\_\_ months

OBJECTIVES	Pre-Test Scores	Post-Test Scores	Pre-Post Change	WEEK			
				December	January	February	March
D1.1 Development of Communication Skills				8	15	5	12
D1.2 Creative and Imaginative Approach to Activities							
D1.3 Intellectual Stimulation							
D1.4 Affection and More Favorable Self-Image							



PART XVI  
INTERVIEW OUTLINE FOR FIRST HOME VISIT  
WITH KINDERGARTEN PARENTS

A-76

Date \_\_\_\_\_

CASE NUMBER \_\_\_\_\_

Family Composition:

Mother AGE \_\_\_\_\_

Father \_\_\_\_\_

Child lives with:

Mother and Father \_\_\_\_\_

Stepmother and Father \_\_\_\_\_

Mother and Stepfather \_\_\_\_\_

Both Stepparents \_\_\_\_\_

Mother only \_\_\_\_\_

Father only \_\_\_\_\_

Other (specify) \_\_\_\_\_

Other Children:

1. \_\_\_\_\_ Age Grade \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_ Age Grade \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Home:

(a) Number of rooms \_\_\_\_\_

(b) Kindergarten child sleeps: Alone \_\_\_\_\_ With Parents \_\_\_\_\_

With Siblings \_\_\_\_\_

(c) Does child enjoy looking at books and magazines? \_\_\_\_\_

(d) Do you often read to your child? \_\_\_\_\_

(e) What kinds of toys does your child enjoy? \_\_\_\_\_

(f) Does your child enjoy: TV \_\_\_\_\_ Radio \_\_\_\_\_

Child:

(a) In your child's day-to-day behavior, what kind of relationship does he generally have with the family?

Close \_\_\_\_\_

Dependent \_\_\_\_\_

Cooperative \_\_\_\_\_

Negative \_\_\_\_\_

(Note any exceptions mentioned by the parent.)

(b) What is his general behavior with neighbors, other children, and relatives?

Close \_\_\_\_\_

Dependent \_\_\_\_\_

Cooperative \_\_\_\_\_

Negative \_\_\_\_\_

(c) Who helps care for the child? \_\_\_\_\_

(d) Health:

(1) Is his general health good? \_\_\_\_\_

(2) Chronic symptoms:

Nose bleed? \_\_\_\_\_

Stomach ache? \_\_\_\_\_

Colds? \_\_\_\_\_

Coughs? \_\_\_\_\_

Allergies? \_\_\_\_\_

Other (specify) \_\_\_\_\_

(e) Use of words: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

(f) General Behavior:

Plays alone? \_\_\_\_\_

Eating habits: Good \_\_\_\_\_ Poor \_\_\_\_\_

Sleeping habits: Good \_\_\_\_\_ Problems \_\_\_\_\_ Naps \_\_\_\_\_

Temper Tantrums: None \_\_\_\_\_ Some \_\_\_\_\_

Other outstanding characteristics \_\_\_\_\_

4. (a) Was child enrolled in Head Start Program? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what is parent's attitude toward program?

Helpful \_\_\_\_\_ No Opinion \_\_\_\_\_ No good \_\_\_\_\_

(b) Did mother participate in Head Start Program? \_\_\_\_\_  
If so, how? \_\_\_\_\_

5. Has mother visited kindergarten room? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If no, invite her to visit.)

6. We are planning to have some informal meetings for the parents of kindergarten children at the school and perhaps in the homes of some of the kindergartners. For these meetings we will provide a ride to the meeting and a person to care for the young children at home.

a. Would you be willing to come to an informal meeting of parents of kindergarten children at the home of one of the kindergartners?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

b. . . . at the school? Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

COMMENTS: \_\_\_\_\_

c. What would you like to talk about, do, or get information about at an informal parents' meeting?

LIST: \_\_\_\_\_

\_\_\_\_\_

(1) Would you be interested in any of these things? (Hand parent the information card.)

- 1 \_\_\_\_\_ No  
 2 - Yes, \_\_\_\_\_ discussion of the Teen Tutor Course  
 Yes, \_\_\_\_\_ discussion of what a parent should expect of young children and teen-agers  
 Yes, \_\_\_\_\_ discussion with the teachers about child's participation and progress in the kindergarten program  
 Yes, \_\_\_\_\_ observation of some typical activities with kindergarten children  
 Yes, \_\_\_\_\_ discussion of ways to communicate with and understand young children  
 Yes, \_\_\_\_\_ a social meeting such as a supper or square dance  
 Yes, \_\_\_\_\_ films used in the Teen Tutor Course

(2) Would you like for us to:

a. arrange for someone to bring you to the meetings?

1 \_\_\_\_\_ Yes      2 \_\_\_\_\_ No, I have a car.      3 \_\_\_\_\_ No

b. take care of your younger children during the meeting?

1 \_\_\_\_\_ Yes      (\_\_\_\_\_ children)      2 \_\_\_\_\_ No, I'll make arrangements  
 3. \_\_\_\_\_ No

(3) When would be the best time for you to come to the meeting?

- a. \_\_\_\_\_ morning \_\_\_\_\_:\_\_\_\_\_ A.M.  
 b. \_\_\_\_\_ afternoon \_\_\_\_\_:\_\_\_\_\_ P.M.  
 c. \_\_\_\_\_ evening \_\_\_\_\_:\_\_\_\_\_ P.M.  
 d. \_\_\_\_\_ no preference

#### IMPRESSIONS OF INTERVIEWER:

(Briefly comment on the parent's attitude toward their children, the program, the school, the parents' meetings; the home situation; the possibility of having a parents' meeting there; etc.)

Comments by Administrators

APPENDIX B

PART I

A-79

# SOUTH-WESTERN CITY SCHOOLS

3708 SOUTH BROADWAY • GROVE CITY, OHIO 43123

PHONE: 875-2318



May 23, 1968

Mr. Gene Telego  
Teen Tutorial Program  
Finland Junior High School

Dear Gene:

I would like to commend you, and the staff of the Teen Tutor Program, for the fine contribution they have made to the students and faculty of the Finland Elementary School through the auspices of your Federal Program.

The consultants to the program have been generous in sharing their time to discuss all phases of the school program. All children and staff members have benefited from the additional materials made available by the program.

Teachers have developed a keener awareness of the problems of the culturally deprived child and perhaps more important a better understanding of child development has come about. The worth of the program is illustrated in the willingness of first grade teachers to participate in the voluntary expansion of the teen experiences. Also of interest to me was the high rate of interest shown by the sixth grade students in their wanting to be Teen Tutors when they get to junior high school.

I am looking forward to next year when we can further develop the program and stimulate the adoption of many of its facets in our other schools.

Yours truly,

B. L. Esporite  
Executive Coordinator  
Elementary Schools

BLE/rf

## SOUTH-WESTERN CITY SCHOOLS

FINLAND JUNIOR HIGH SCHOOL  
1825 FINLAND AVE. COLUMBUS, OHIO 43223  
PHONE: 276-5323



April 25, 1968

Dear Mr. Esporite:

The first full year of the Teen Tutorial Program has shown itself to be beneficial to our junior high students. They have taken their responsibility to the kindergarten students very seriously. The freedom given to make this possible has been wisely used. We have had no difficulty due to inter-building student traffic.

The teachers of Finland Junior High have stated that the Teen Tutorial students have shown emotional growth and a definite maturity due to this program. The area of study and student exposure to a variety of experiences seem to be of definite value.

The leadership of the program this year under Mr. Gene Telego has been outstanding in every way. His cooperative nature and interest have been a definite asset.

In conclusion, I can see no reason why the program should not continue. It has definite value in that it provides a laboratory for practical social studies experience.

Sincerely,

*Charles R. Gilbert*  
Mr. Charles Gilbert,  
Principal  
Finland Junior High School

CG:bl

# SOUTH-WESTERN CITY SCHOOLS

FINLAND ELEMENTARY  
1835 FINLAND AVENUE • COLUMBUS, OHIO 43223  
PHONE: 279-4242



May 16, 1968

Mr. Bernard Esporte  
Executive Elementary Coordinator  
South-Western City School District  
3708 South Broadway  
Grove City, Ohio 43123

Dear Mr. Esporte:

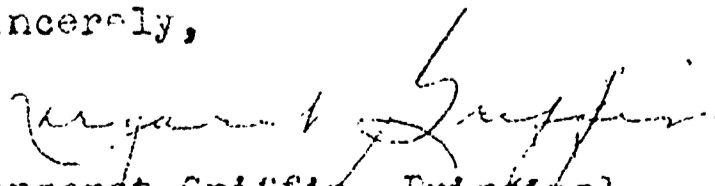
The Teen Tutorial Program has been a real educational asset to our building. The kindergarten children have received considerably more individual attention and consideration than could be physically possible for one teacher to give. I feel the added adult contact of the kindergarten with the teens gives the children additional language experiences that ordinarily would be denied. Our own elementary children's interest in the program was greatly evidenced by 96% of our present sixth graders selecting this program as part of their Junior High schedule.

The availability of the consultants and evaluators is another great advantage for our staff. These people have been extremely generous with their time and knowledge.

Though I am not directly involved, my observations have revealed to me that this program has done much for some of the children involved. Their maturity seems to be noticeable especially after Christmas. Many of these teens have assumed responsibilities that would never have been possible in the absence of this project.

I am greatly in favor of this program continuing to be a vital part of the teen's training and am extremely grateful that I have it in my school. Both the teen-tutors and kindergartners are exposed to and involved in most worthwhile experiences, social, emotional and educational, because of this very valuable program.

Sincerely,

  
Margaret Griffin, Principal

LG/dj

## SOUTH-WESTERN CITY SCHOOLS

1825 FINLAND AVE.

TEEN-TUTORIAL

PHONE: 276-1752

COLUMBUS, OHIO 43223



April 29, 1968

Dear Mr. Esposito:

As director of the Teen Tutorial Program I have experienced an exciting and eventful year. It appears that the program is meeting the needs of many teen-agers, kindergartners, and parents. I have been encouraged in our attempt to develop this program by the comments of numerous educators, students, and parents with whom I have either conversed or had written correspondence. It appears that many persons have recognized the merits of the Teen Tutorial Program and are continuing to view our experiment with great interest. Furthermore, several individuals have begun to think seriously about adapting various aspects of our program to their own particular school situations.

Certainly the accomplishments of this past year would not have been possible without the splendid attitude maintained by all of the individuals associated with the project. The willingness of the teachers to put forth time and effort in planning and developing the program on a daily basis has been a major factor in our success. The assistance of the co-director, evaluator, and consultants has also strengthened our efforts immeasurably.

Margaret Griffin and Charles Gilbert, principals of the schools involved in the project, are to be commended for their cooperation and support in incorporating this program into the Finland Junior High-Finland Elementary school community. Other people, in addition to those mentioned above, have contributed to the success of the project and have, indeed, assisted me in carrying out my responsibilities for the day-to-day operation of the project.

In closing, I would simply like to state that the Teen Tutorial Program seems to have progressed smoothly during the past year. Since there appears to be growing evidence that participation in such a program can contribute positively to the growth and development of teen-agers and kindergartners, I would certainly advocate continuation of the program for an additional year so that it can be refined to the point where South-Western or any other school district will be in a position to adopt wholly or in part the innovations which we have found to be effective.

Sincerely yours,

Mr. Gene Telego, Supervisor  
TEEN TUTORIAL PROJECT

## THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION  
1945 NORTH HIGH STREET  
COLUMBUS, OHIO 43210

LUVERN L. CUNNINGHAM, Dean

June 3, 1968

Mr. Bernard Esprite, Executive Coordinator  
South-Western City School District  
Grove City, Ohio 43123

Dear Mr. Esprite:

During this first full year's program the Teen Tutorial Project has accomplished its goals quite successfully. It is especially gratifying to note the change that has taken place in some of the teen-agers who entered the program with long-standing records of disinterest and under-achievement. For some the change was difficult and slow. However, most of these students showed marked improvement during the second semester.

The tutorial relationship has been an interesting, pleasant and mutually rewarding one for both teen-age tutors and kindergarten tutees. A serendipity of the team teacher arrangement was its effectiveness as an in-service education for the novice kindergarten teacher. She has developed into a very capable teacher and modestly gives much of the credit to the plan of organization.

It has been a pleasure to work closely with Mr. Telego. He deserves considerable credit for the fine supervision he has given the project. Both he and I have appreciated the genuine interest and excellent cooperation shown by the principals of both of the involved schools. They have worked with us to make next year's program a viable plan for adapting the program not only for your local junior high school curriculum but for interested junior high schools anywhere.

I eagerly anticipate the challenges involved in perfecting this new plan. I believe that it has potential which can be explored fully during the year ahead.

I hope that in your new position you will soon learn to know the consultants to the project. Each has made valuable and unique contributions to its success.

Sincerely yours,

*Catharine M. Williams*

Catharine M. Williams  
Associate Professor of Education and  
Part-time Project Supervisor

CMW/bl

## THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION  
1945 NORTH HIGH STREET  
COLUMBUS, OHIO 43210

LUVERN L. CUNNINGHAM, Dean

June 11, 1968

Mr. Bernard Esposite  
Executive Coordinator  
South-Western City School District  
3708 South Broadway  
Grove City, Ohio 43123

Dear Mr. Esposite:

I want to comment about the Teen Tutorial Program which was conceived by Dr. Catharine Williams and is directed at the present time by Mr. Gene Telego.

Although we do not yet have the data from the evaluation part of the program, I have been impressed this year as I was last year with the innovative nature of the project. The possibility that teenagers may change positively in attitudes toward themselves, their parents, others, and the school as a result of entering into a helping relationship with kindergartners is exciting.

I am reminded that my mother-in-law who used to teach in a one room school in Seneca County in northern Ohio has told me that she arranged for older students to teach younger students in reading, arithmetic, and geography while she was busy with another group. Not only did each student get individual attention but each one who taught another seemed to learn more readily than otherwise would have been possible.

To some extent this plan is a part of the Teen Tutorial Program. The kindergarten teacher has three to five teenagers who are her assistants. The kindergartners receive far more individual attention and immediate help than would be possible in the traditional kindergarten class. Moreover, as I have observed the seventh graders relating to the young children, the older ones seem to gain confidence and maturity from the process of explaining, reading, or helping the younger ones.

The Teen Tutorial Program is a model project which is intended for use in any school district in the United States. With appropriate modifications the basic plan can be implemented anywhere without enormous cost in professional personnel or equipment. I consider it a privilege to be related to this program.

Sincerely,

  
Collins Burnett

PART Vb

THE OHIO STATE UNIVERSITY  
COLUMBUS, OHIO 43210

COLLEGE OF AGRICULTURE AND HOME ECONOMICS  
*Residents Instruction—Research—Extension*

THE SCHOOL OF HOME ECONOMICS  
1757 NEIL AVENUE  
TELEPHONE: 293-6761

May 17, 1968

Mr. Bernard Esprite  
Executive Coordinator  
Southwestern City Schools  
Grove City, O. 43123

Dear Mr. Esprite:

As a consultant to the Teen Tutorial Research Project of the Southwestern City Schools and Ohio State University, now in its' second year, I would like to express my gratification at the progress made. I continue to find association with the project a professionally stimulating and personally satisfying experience.

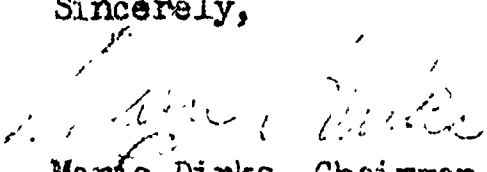
I have, from the beginning planning stage, thought there was a great deal of potential for increased self-understanding and social growth in the combined class and kindergarden experience the project provides for the teenager. Growth is slow in these respects but I think the data provide much promising evidence that it is taking place in a number of the students.

The teaching team has seemingly worked well together. Their receptiveness to suggestions from the consultant staff has been commendable. The leadership given by the project directors and those providing technical assistance, as for example in evaluation, have been excellent.

I am thoroughly in accord with the proposed direction of the project for next year. Organized in this way the content and experiences have real potential, it seems to me, for being fitted into the regular school program, as a part of the educational program of many, if not all, 7th grade boys and girls.

I look forward to being a member of the consultant team another year.

Sincerely,

  
Marde Dirks, Chairman  
Home Economics Education

PART Vc

## THE OHIO STATE UNIVERSITY

SCHOOL OF SOCIAL WORK  
1947 NORTH COLLEGE ROAD  
COLUMBUS, OHIO 43210  
May 20, 1968

OFFICE OF THE DIRECTOR

TELEPHONE  
293-5300

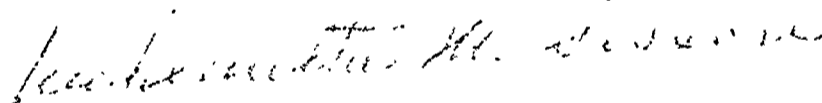
Mr. Bernard Esprite, Exec. Coordinator  
South Western City Schools  
Grove City, Ohio

Dear Mr. Esprite:

The Teen Tutorial program has progressed with a good sense of purpose and seems to have demonstrated its value to the students and the school system. I have been impressed by the involvement of the students in the areas of learning prescribed as well as by the functioning of the team teachers.

The integration of this experimental program into the regular school curriculum is progressing well. This should be an example to other school systems of the advantages of instituting such a program in their schools. This area of education is vital as a part of the maturing process of our youth and should be incorporated into our educational programs.

Sincerely yours,



Wilametta M. Sisson  
Consultant

WMS:sah

## APPENDIX C

## Comments About Team Teaching

## PART I

Junior High Teacher No.1

Again I must echo my feelings of last year about team teaching. We have frequently found it an asset to have more than one person in the classroom to whom a child can relate depending upon his or her (and our) mood on any given day.

However, coordinating the ideas and plans of four individuals is a Herculean task at times. It is a task that requires strong and organized leadership on the part of the teacher coordinator if it is to be done efficiently and to the best advantage for all concerned. Frequently this leadership was missing and I for one was on occasion left perplexed and frustrated.

All-in-all, though, team teaching was a rewarding and stimulating experience.

Junior High Teacher No.2

Team teaching has been effective for the Teen Tutor Program because the four team members have been honest enough to criticize constructively one another's teaching methods and ways of talking with and disciplining children. This openness makes planning easier, as every member feels equally responsible and equally recognized for contributing ideas.

In the classroom, team teaching has made it possible to meet successfully the program objective for the teens to work cooperatively in small groups, as there were enough teachers to guide personally each group.

Kindergarten Teacher No. 1

Since there are four of us on the teaching team we share ideas for activities and bulletin boards. We help each other do the actual work on the bulletin boards, cutting the time required in half.

The time required for planning the teen class time has been very long. Most of the year we stayed one night a week--sometimes until 8:00 at night.

Many times the kindergarten teachers have planned an activity for the kindergarten classes that would be more successful in smaller groups. At these times the kindergarten teacher could be excused from the teen class for this period. One example of this is Mrs. Ebenhack's introduction to French. While she worked with half the class I had math or reading readiness with the other half.

While planning for team teaching takes time, it also involves four different personalities. Kindergarten teachers have not been trained to work with seventh-graders and often feel at a loss in knowing how to plan for them. Therefore, if one member of the team has a more dominant personality, her ideas are automatically accepted. You sometimes feel it wouldn't matter what you suggested, it wouldn't be accepted anyway. I don't feel this has happened very often though; as a general rule we get along well.

We are permitted to schedule home visits during class time, and it is a tremendous advantage to be able to visit in the homes of the students in September and again in May.

I have found it fun to be able to share comments of kindergarten children with another kindergarten teacher. It is good to be able to share lesson ideas that went well and also those that didn't to get suggestions for possible improvement.

The team approach, I feel, makes teaching more interesting. You never have time for it to be dull; there is never enough time to get everything done.

Kindergarten Teacher No. 2

As a reaction from a first year teacher, I feel that the team teaching for the Teen Tutorial Program has been very effective. It has been very beneficial for me especially, I think, since I have learned a lot from the other more experienced teachers. It is good to have four people with different personalities working together. Each one has different ideas and each of us helps to solve problems that just one person might have solved. Since the seventh graders are different, I think it helps them to work with people who can share ideas with them in different ways. Team teaching has allowed us to work in small groups with the seventh graders. This gives us a chance to work with them more individually and give them more attention; by doing this we can better help them to solve some of their problems.

Team teaching in the program gave all of us a chance to work together as a group, but each one of us may have a different viewpoint. We can effectively criticize each other and make ourselves more effective thusly.

## Part IIIa

Team Teaching

Throughout the past year the four members of the teaching team worked hard to develop their planning and teaching techniques. Each individual actively contributed to the team and willingly accepted her particular responsibilities. The variety of ideas and suggestions which evolved from within the group caused each of the teachers to frequently evaluate her own methods of dealing with students and content areas. These opportunities for self-assessment and comparison appeared to lead to a more effective consolidated approach toward meeting the needs of students in our program.

One notable result of the team approach was the increase in the variety of supervised activities which were made available to the students. Through the coordinated efforts of the team members, the students were offered frequent small group discussions, numerous travel excursions, and greater opportunity to receive individual adult attention. The students had a great deal of contact with teachers who were able to share information from their areas of specialization, as well as confer with them when certain problems arose.

The teaching team often met with advisory personnel during the past year to consider particular student needs. Joining the team for special case conferences were representatives from the school Pupil Personnel Services Department and the project administration. Out of these sessions came many suggestions which helped strengthen the efforts of the team.

In general, I was encouraged by what I observed during the past year. I maintain that a team of teachers who complement each other by their skill in effective planning, sound knowledge of subject matter, and ability to understand teen-agers can contribute much toward changing the behavior of young teen-agers.

## PART IIIb

Team Teaching

During both the 1967 summer planning period and the present school year, members of the teacher team worked to broaden and deepen professional insights and skills through reading, conferences, staff discussions, round table sessions and observing other skilled teachers. They were concerned especially with techniques for helping underachievers and students with behavioral problems.

The teacher team lost one of the kindergarten teachers at the close of the pilot study. She was replaced by an inexperienced teacher who has become a valuable member of the team. The project supervisors and consultants concur with this beginning teacher's own feeling that the close working relationship with the other members of the team sharply accelerated her professional growth. Also, this teacher's membership on the team contributed to the professional growth of other members. For example, to respond to some questions which this young woman raised, the team members considered together some practices and procedures which otherwise would not have been examined. Questions raised among themselves have helped members to become more concerned with the rationale for their teaching practices.

During the summer of 1967, when the staff and consultants were planning for the year immediately ahead, they made some changes in the evaluation procedures. (see p. 70 of the Evaluation Report)

One change related to reports to parents. During the pilot study reports reflected the consensus arrived at by the teacher team. It was decided to include tutors in the assessment of their individual progress and problems by scheduling individual conferences shortly before six-week reports were written. Further, it was decided that each tutor might request that his conference be scheduled with either the teacher of home economics or the social worker, depending upon the person with whom he felt most comfortable.

This plan was put into operation. Conferences were scheduled and conducted in a spirit of mutuality. Teachers and students have found this approach quite helpful because: (1) it admits and respects personality differences among both students and teachers; (2) it builds a better understanding of the nature and purpose of assessment and reports; (3) it makes assessment and reports an educational experience and an integral part of the curriculum.

While a teacher anywhere might adapt the individual evaluative conference to his own situation, only in a team teaching situation can teachers provide students with opportunity to designate the teacher with whom they wish to have a scheduled conference.

Another outcome of team teaching has been that tutors have had opportunity not only to relate to the several teachers but also to note ways in which team members relate to one another. The examples of courtesy and cooperation demonstrated by the team have probably had as much impact on students as have other approaches to developing these qualities among tutors.

APPENDIX D  
Comments on Change in Teen Tutors  
PART I

TEEN TUTOR TEACHERS' COMMENTS ON CHANGE IN TEEN TUTORS

DEMONSTRATION PHASE

**Objective A1.1:** Does the Teen Tutor now know more about how human beings develop from birth through adulthood; in other words, how each person becomes an individual somewhat different from every other person?

- |                     |  |
|---------------------|--|
| (Sam G., 10/20)     | Stated that his child needed help in "settling down."  |
| (Tammy C., 10/20)   | In conference stated that her child was more capable than many.  |
| (Rex K., 10/26)     | Said he was surprised that children can remember so well. One kindergartner told Rex that he had seen him somewhere.   |
| (Joyce R., 11/17)   | Noted that her child was content to work on one activity longer than most others she knew.   |
| (Peter B., 12/15)   | Very concerned about making his lesson varied and interesting as he recognized his child is especially bright.   |
| (Peter B., 1/26)    | Volunteered to work with a special group of children who have visual perception problems. He spent much time preparing the lessons and is going to look for differences in the children to see whether or not they improve with his help.                      |
| (Peter B., 2/9)     | Peter requested to show and explain the camera to the kindergarten since his child and others had mentioned being afraid of it.  |
| (Rex K., 3/15)      | During the discussion of delinquency, Rex said, "Everyone's different and we can't expect them to act the same."   |
| (Sam G., 4/5)       | In an evaluation group Sam was talking about having to do so much for his kindergarten child. He said Karl had trouble cutting and pasting which seemed easier for the other children. Also that Karl seems to have no interest in learning to print his name. |
| (Sylvester H., 4/5) | After observing the first graders he said, "They sure can sit longer than kindergartners."   |

- (Ronnie A., 6/14) Had a severe reading problem which bothered him considerably the first of the year. Toward the end, he was able to accept this problem without distress as he recognized other good points that compensated.
- (Walter C., 6/14) On several occasions Walter has recognized the behavioral differences in the kindergarten children. When talking of family pathogens he could recognize children in the kindergarten who had symptoms of each pathogen.
- (Peter B., 6/14) Recognized he had made progress toward goal of being able to talk out and give his opinions as his peers were able to do.
- (Sylvester H., 6/14) Made great progress in understanding his own development and compared himself with his step-father as being more mature since he was willing to try to change.

**Objective A1.2:** Is the Teen Tutor more aware that it is important to be police, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

- (Sylvester H., 10/20) Apologized for being discourteous when questioned about actions which were disruptive in class.
- (Peter B., 10/20) Initially Peter was withdrawn and usually worked alone. He still seems to prefer to work alone, but he now is more relaxed with his peers and occasionally will engage in a little friendly jostling.
- (Lori E., 10/20) Initially Lori was very shy and did not participate in activities with other girls. She just recently worked with a group of girls who were preparing a report. She seemed to generally join in and they did let her contribute and asked where she was before they began their preparation.
- (Rex K., 1/26) In conference noted that he had become less helpful with his child as he found she was allowing him to do things which she could actually do herself.
- (Erica S., 3/1) During our donut-making, she began clean-up and wash-up without instruction. That's the first time anything like that has happened.

- (Suzanne N., 3/1) Suzanne was working on a bulletin board for the kindergarten. Some other girls were about finished with their clay products. I asked her if she would mind their helping to cut out letters. "Only if they really want to," she said, as if she didn't want them forced into something on her account.
- (Janice F., 3/8) Janice cried because she was sorry she had to be asked to leave the class for sarcastic answers.
- (Joyce R., 3/8) Joyce was in my small discussion group today. Her entire demeanor was much more positive. She made several constructive contributions to our discussion and was generally more attentive and less disruptive. She made no sarcastic remarks, and that's an accomplishment for her!
- (Rex K., 3/8) Rex is generally much more positive, able to take honest criticism and willing to try getting along.
- (Tammy C., 3/8) Four other girls had made quite a mess from glueing the material of the shades. Tammy offered to help them clean up.
- (Rex K., 3/15) During a group discussion on delinquency, Rex was responsive, offered to read, and made several voluntary comments that were excellent. He stated that if a person was a juvenile delinquent just because he had broken the law, then we would all be delinquents.
- (Joyce R., 3/22) Joyce was able to plan with a group of girls on their own with just a cookbook for reference. They picked out the kind of punch they wanted to make and decided who would bring what. Joyce said, "See how mature we're getting!"
- (Peter B., 4/5) Stated he made an effort to help other teens he knew were not able to be polite by sharing some of their language, getting friendly, then setting an example of courtesy.
- (Sam G., 4/19) Seems to have made a full swing and is now back to the charming fellow he was at the beginning of the year. He rarely causes a disturbance in class and contributes to discussions very much. He gave one of the best definitions I have ever heard on "interdependent."

- (Patricia S., 5/3) Has been extremely negative. Pretends she does not hear when given directions. Often argues with teachers about anything that is suggested. She is unreasonable and fails to take responsibility for any of her actions. Always shifts blame to other teens or to a teacher.
- (Sheila S., 6/14) Attitude was generally sarcastic. However, in the last few weeks she has made real changes toward more positive behavior.
- (Tony P., 6/14) Much and consistent improvement since the beginning. Rarely loses temper in class with teachers or other students. Was a real problem at the beginning and angered very easily. He has by own admission consciously tried to control his temper.
- (Patricia S., 6/14) Anything goes as far as her speech is concerned!
- (Marvin S., 6/14) Made a cycle--by mid-year he was not hostile but he was disruptive in his own way, making jokes and talking out of turn. By the end of the year, he had begun being more polite, less disruptive, and a very constructive contribution to class discussions.
- (Sylvester H., 6/14) Real increased understanding! Numerous times he commented to classmates, "Just listen" or "Let's get ready" to help with class management.
- (Dean T., 6/14) Had many ups and downs. Shortly after mid-year, he became almost sickeningly polite but by the end of the year he was back to his old wise-cracking, obnoxious self, trying to attract attention in any way possible. But the last day he kept hanging around trying to be helpful, almost as if he didn't want to leave.
- (Joyce R., 6/14) From my own point of view, she made progress, or at least I felt that she treated me with more respect toward the end than she had at the beginning of the year or at mid-year.

**Objective A1.3:** Does the Teen Tutor better understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

- (Dennis B., 12/15) He has been trying to think of reasons for Van's behavior with him.
- (Gilbert B., 12/15) While talking about Van in evaluating period, Gilbert said it was his home environment that caused him to be that way.

- (Ronnie A., 1/5) While discussing incidents which caused emotional stress--enough to cause a person to crack up--he drew from his own experiences and brought up his parents' divorce.
- (Jerome S., 3/15) In discussion Jerome pointed out that a delinquent often came from a "delinquent" neighborhood.
- (Patricia A., 3/15) In discussion Pat said that delinquents are usually people whose parents don't care about them.
- (Sam G., 3/15) In discussion Sam said that delinquents were people who didn't know right from wrong because the people they lived with didn't know right from wrong.
- (Lori E., 3/15) In a discussion about juvenile delinquency, it was mentioned that the neighborhood a child grows up in can often determine delinquent behavior. Lori said that this was not necessarily true. The conclusion was that family had some part to play in those cases who did not turn into delinquents.
- (Walter C., 4/5) While discussing juvenile delinquency, Walter told the group about his older brother who was adopted by his parents when he was 14. Walter said before he was adopted his brother could have been considered a juvenile delinquent, but now his attitude about school had changed. He even pays board to his parents.
- (Sylvester H., 4/19) In a discussion of a case history of a delinquent, he said one of the problems was lack of money to buy the things he wanted--the family was poor.
- (Sheila A., 6/14) Told of a friend who had borne an illegitimate child and kept house for four brothers and her father. Sheila's mother didn't want her to associate with the girl but she had reasoned with her mother that the girl had never had a chance to learn any better and she could be a good influence on her.
- (Donna A., 6/14) In a role playing situation, taking the part of wife of a prejudiced landlord, Donna argues with her husband that you have to give people a chance and get to know them before you condemn them for their skin color or their nationality.

**Objective A1.4:** Has the Teen Tutor learned something about the way he acted or felt in the past or about the kind of person he can be in the future that helps him to understand himself at the present time?

- (Ted P., 10/20) In conference he stated that he could understand kindergartners as he had gone through the same things they are.

- (Sylvester H., 11/10) In discussing strong points in personality, he chooses physical activities since he knows he does better in them.
- (Dennis B., 1/5) In discussing constructive ways to contribute to society, he felt the best contribution that he could make was to stay in school and learn as much as he could.
- (Peter B., 1/19) At first he was hesitant about being included in sex lectures, but after the teacher expressed a desire that he attend he reconsidered.
- (Sylvester H., 1/26) Said he would like to learn about electronics because that is what he plans to be when he's older--an electrician.
- (Keith B., 2/9) Keith wrote to a veterinarian association to find out more information about veterinary medicine.
- (Beth C., 2/9) Said she wanted to lose more of her shyness and be able to talk more easily with people.
- (Rex K., 2/9) He has an improved attitude in class about things we are studying. He cooperated very well in writing to chambers of commerce about jobs he could get with a high school diploma.
- (Mabel C., 2/9) Said she would like to be a better student and has plans to have more organized plan of study.
- (Joyce R., 2/9) Did quite a good job in writing her letter to airlines about becoming a stewardess.
- (Vivian P., 3/15) During filmstrip discussion on jobs, Vivian volunteered (rare in itself) to say that she felt the most important consideration about a job is not how much money but how much service we give to others.
- (Sally W., 3/22) Sally's appearance and smell have been much improved. She's frequently combing her hair.
- (Sylvester H., 4/19) On one occasion when he was spending some time in the office doing work by himself, on the back of the paper he turned in to me he had written in big letters "HELP ME."
- (Lori E., 4/26) Came on Friday with her hair cut, curled, and clean!

- (Sally W., 5/3) Some days she is fine and the next day very down in the dumps. Maybe she understands this is part of growing up but it is very difficult to even talk with her when she is in one of her moods.
- (Tammy C., 6/14) Was able to say in discussion that her attitude toward helping around the house and with her two brothers had improved since she realized they were acting "normally."
- (Doris P., 6/14) Talked about staying in a room by herself when she felt bad. Found herself talking to her mother instead and feeling much better than when she isolated herself.
- (Julian R., 6/14) Julian's behavior was erratic. Some days he was almost a model student, and other days he had to be sent out, isolated, to do his work. But overall he did progress toward being able to work in a group. In the first weeks of school he did much work in isolation but by the end, an hour or so, that was all he needed; previously, 2 or 3 days had been required.
- (Beth C., 6/14) Indicated in lesson evaluation that she knew the children weren't interested in her lessons because she didn't speak loud enough. She also told how her own parents refused to give her any privileges, even that of holding her baby brother.
- (Ted P., 6/14) It was as if by mid-year the lid was completely off and his attitude was "anything goes," but by the end the lid was replaced, but not so tightly that he seemed strained in his relations with us and his peers as he did in the beginning.

**Objective A1.5:** Does the Teen Tutor now have a better idea of how a mature teen-ager reacts when faced with situations that are frightening or upsetting to him?

- (Tony P., 10/20) In the beginning of the year, Tony exhibited little self-control; he often talked out and disturbed the class. Now he generally is constructive during discussions and seldom has to be controlled from outside.
- (Sam G., 11/10) Works well with Karl even when Karl is acting badly. He is patient with Karl.

- (Rhonda G., 11/10) Hopefully during our discussion about frustrations and how to cope with them, she shared some experiences that had happened to her and how she reacted. She might have, through hearing how others react to strain, now found more acceptable ways to use in the future.
- (Sally W., 11/10) Shared way she copes with stress. Goes to back room and screams.
- (Sam G., 11/10) When asked to cite an incident when someone wasn't able to cope with their emotions, he gave an example in his own family. After writing about poor coping, I asked him to tell me how the situation could have been handled more maturely. He was able to give constructive suggestions.
- (Sylvester H., 11/10) Said he goes alone and talks to himself. May have found other ways to cope with stress due to our discussion. Worked successfully in discussion group.
- (Ted P., 11/10) In past he often said he didn't feel well in order to cope with stress situations. He hasn't used that excuse or any other in some time. His mother assured me that he wasn't ill.
- (Julian R., 11/17) Classroom behavior improved. Now able to work within classroom structure without isolating himself. Can channel his energy into much more constructive kindergarten preparation.
- (Lori E., 12/15) When feeling unfairly chastised for something one child had done, she wrote her feelings on a paper which she gave to me.
- (Mabel C., 1/26) When a Teen Tutor boy disputed her statement, she refused to argue with him.
- (Ronnie A., 1/26) Almost a non-reader, he tries written work requiring reading and usually asks or accepts work with much less annoyance toward himself than previously.
- (Rhonda G., 1/26) She had been reprimanded by another teacher and myself for sarcasm and general rudeness. She now seems to have relaxed and is more positive.
- (Tony P., 1/26) In conference he stated that he got angry in our class more because he was allowed--realized it was something he needed to work on himself.

- (Rex K., 2/2) Has been much more cooperative. Still shows resentment when asked to move for disturbing the class. His tolerance of authority has widened.
- (Ronnie A., 2/9) After being very angry with Stanley C., he talked until he calmed down and tolerated Stanley. Decided it took a more mature person not to fight.
- (Tony P., 2/16) For second time, unit he wanted to study has been voted down and he has been able to accept this.
- (Sylvester H., 4/19) He was in my group for the skit and he had much better control over himself than he did last September. He really carried through.
- (Peter B., 4/5) Peter pretended to need help to use a piece of equipment so that he could make friends with the class bully.
- (Scott C., 4/5) Debating the subject of teens earning their own money, Scott voiced his opinion against much opposition, something not easy for his usually shy personality.
- (Donna A., 5/3) Reacts in a very mature way to the pressures she is encountering every day with her mother and her problems. She just came over to me on the playground and began telling me about her problems. She keeps very calm about everything and just seems to accept things as they come.
- (Erica S., 6/14) Reacts immaturely--her way of fighting back is only smart remarks and uncooperative actions.
- (Tony P., 6/14) In final evaluation he told how he used to enjoy being noisy in class in order to get attention, but that he no longer feels this way.
- (Joyce R., 6/14) I felt that a couple of times at the end she came to me when she had difficulty with another leader. This was positive, even though it put me in the middle, because at least she wasn't withdrawing.
- (Tony P., 6/14) He is still very silly but knows how to control himself--when to stop--a little better.
- (Sheila S., 6/14) In the beginning she would lash out verbally or withdraw but by the end she usually would make some attempt to talk out and understand.

(Ronnie A., 6/14) By the end of the year, Ronnie would read in a small group and even in the last couple of days read out loud before the whole class. At the beginning of the year, he would hardly read for just one of us.

Objective A2.0: As a result of studying about teen-agers, does the Teen Tutor have a better understanding of himself, or who he is and what he can do? Further, has this study about teen-agers helped the Teen Tutor become more confident in what he does while working and playing with other people?

(Ted P., 10/20) Stated he would like to work on his self-control in class as he realized it would be an asset for himself and the class.

(Gilbert B., 10/20) Stated his goal for classwork was to be doing his share of the group work as he felt this had held them back.

(Erica S., 10/27) More self-directive.

(Sheila S., 10/27) She is relating much more positively to the people near her. She seems to realize that her own negativism has caused this response in others.

(Julian R., 11/10) Usually hyperactive, he has been channeling energy into constructive projects without instruction from his teachers.

(Sylvester H., 11/17) He uses influence to help control some other people.

(Jason L., 12/8) Making effort to stay with people who work better and are more cooperative than his good friend who usually gets him into trouble.

(Tammy C., 12/15) Seemed very pleased with herself when she did such a job of playing the autoharp in front of the other children.

(Sylvester H. 12/15) Last week he was disturbing the class and chose to go to the junior high and talk to a counselor. Since that time has been more responsive and less disruptive.

(Rex K., 1/19) Over past two weeks a marked positive change has taken place in his attitude. He and Jason L. worked without supervision on physical education lesson.

- (Keith B., 1/26) An eighth-grade Teen Tutor came into the room and he followed her out and later asked me questions about her and said he would be glad to help her if she needed it. First time he gave any indication of noticing the opposite sex.
- (Tony P., 1/26) One day I told him to take charge of a discussion group and he did a marvelous job.
- (Sylvester H., 1/26) During individual conference he said he would like to get better grades in school.
- (Sally W., 1/26) When we had a speaker on V.D., Sally asked many questions and when someone asked how you get V.D., Sally said, "sexual intercourse."
- (Jerome S., 1/26) He has been putting forth more effort lately. He made arrangements for himself and two other boys to preview several films at the library for kindergarten use. His choice was very good and he reserved one for pick-up a day after previewing.
- (Marvin S., 2/9) Got better grade in English. Says Teen Tutors had something to do with it. Makes him work harder.
- (Julian R., 2/16) Has been begging for attention. At least he is demonstrating a need for others' attention-- previously he didn't care at all about others.
- (Janice F., 3/8) Janice had six kindergartners for a filmstrip this week. I said, "Do you want me to come along?" She said, "Why? I'll get along just fine." And she did.
- (Gilbert B., 4/5) In a debate said that 13-year-olds should be allowed to make choices now or they might grow up, marry, and spend all the money frivolously, etc.
- (Ted P., 5/3) He is more confident. He was confident last fall, but in sort of an apologetic way, or maybe hesitant.
- (Sheila S., 6/14) Could be polite with adults even though the "peer power structure" was not.
- (Patricia S., 6/14) Almost always had creative ideas for kindergarten lessons.

**Objective A3.0:** Is the Teen Tutor more aware that parents are also people who have problems and that he can help them with their problems by being considerate of them and by trying to understand when they expect him to do certain things? And does the Teen Tutor feel that his understanding of the problems parents face will help him to be a better parent when he is an adult?

(Joyce R., 11/17)

During a discussion on communication between generations, she was unable to think of any reasons why her parents' ideas should not agree with hers, even though several were pointed out by other people.

(Donna A., 1/26)

Her father died on Thursday. When I called to ask her about funeral arrangements, and when she was coming back to school, she said, "I would have come today, but my mom's pretty broken up so I stayed home with her."

(Sylvia S., 1/26)

On simulated experience form Sylvia stated that she would quarrel with her parents or ostracize them in order to get her own way.

(Rhonda G., 2/9)

In conference she stated a ~~change~~ in herself as less susceptible to temper tantrums and gave examples of how she is helping her mother more.

(Dean T., 3/1)

Told of caring for an infant nephew from 3-5 in the morning when his mother came home from taking his sister to the hospital and had her own work to finish before going to a job.

(Tammy C., 4/12)

In discussion, Tammy said she didn't mind being in charge of her brothers so much anymore because she wouldn't want to have all the work her mother had plus going to a job.

(Joyce R., 6/14)

Has little understanding or tolerance for her father, but knowing the father's dogmatic and coercive manner, it's not difficult to understand why.

(Vivian P., 6/14)

Still having difficult time understanding the restrictions her parents are placing on her, and from my point of view, their perspective is very narrow.

(Donna A., 6/14)

Faced many problems--her father's death and her mother's mental illness--and talked about these things. Seemed to realize her responsibility to her mother.

- (Ted P., 6/14) Complains of his mother's constant reminders of this or that. Stated he supposed she just couldn't get used to his not being a baby.
- (Rhonda G., 6/14) Mentioned that she no longer gets so angry at her mother for giving her part of the household duties as she realizes how much her mother does on her job away from home.
- (Tammy C., 6/14) Stated she was better able to talk with her mother because she no longer resented as much the housework she was responsible for doing.
- (Walter C., 6/14) Mentioned differences in his parents--mother puts more restrictions on him than does his father. Walter thought father's submission not the best thing for him.

**Objective A4.0** Has the Teen Tutor become aware of the social services that families and children can use and that he is responsible for using these services himself or for encouraging his family to use them?

- (Rex K., 10/27) Made trip to Cancer Society to interview director about questions he had pertaining to cancer.
- (Sam G., 3/8) In working out solutions for some simulated experiences about jobs, one involved a teenager who needed part-time employment. Sam said he would have gone to the State Employment Service for help.
- (Lori E., 4/26) In discussing the possibilities for a family with no father, Lori said, "They could get ADC." When asked what this was, she said it was like a paycheck that came from the government.
- (Julian R., 6/14) Told about a family who were without a father and on ADC. He felt this was a good thing, as the mother needed to be home with four children.
- (Doris P., 6/14) Discussed how her family uses food stamps.

**Objective A5.1:** Does the Teen Tutor know better what to say and how to speak with children from one to five years of age, with people his own age, and with adults (parents, teachers and others)?

- (Joyce R., 10/20) Being in varying groups of children has enabled Joyce to communicate with more people than previously possible.

- (Lori E., 10/27) She daily evidences an ease in communication which was previously not apparent, especially within a group.
- (Sally W., 11/10) She expressed in a small group discussion that 1) she wanted very much to talk about sex, and 2) she felt her mother paid more attention to her younger sister. I don't feel she could have honestly related these feelings earlier.
- (Peter B., 11/10) Knows what to do with children when they get out of hand. Picked things up real well at Halloween Party. Does an excellent job of talking to children and holding their interest.
- (Joel W., 11/10) I did notice when Joel came over to the kindergarten for snack time he made a real effort to get Margo to talk with him.
- (Lori E., 11/10) Communicates much better now with children and is not as quiet with them as she was before. Still does have a problem of not talking loudly enough.
- (Jason L., 11/10) Observed a marked change in Jason's at-easeness with me in a one-to-one conversation. When helping the class decide on individual interest projects, at first he had no ideas, but gradually suggested several and he seemed surprised that I would accept them as good choices. At the beginning of the year he seemed afraid to make conversation with adults at all.
- (Jason L., 11/17) Directed kindergarten children in lesson. He showed thoughtfulness in his simple and concise wording.
- (Keith B., 12/15) During kindergarten lessons, Keith gave Jerry S. very clear directions and allowed the kindergarten to do much of the block printing himself, even though it would have been simpler for Keith to do it himself.
- (Suzanne N., 1/5) She discussed what we talked about in sex discussion with her mother and for the first time she was able to talk openly and freely.
- (Doris P., 1/26) She reads to kindergarten so calmly and softly they immediately catch her mood.

- (Sylvester H., 1/26) Said that he felt he had moved toward the goal that he has set for himself at the last conference; that is, not to yell at teachers and peers. He hasn't had an outbreak for several weeks.
- (Tony P., 2/9) I think he has realized how to get attention in acceptable ways in group discussions because he has been a great help in several small discussions in the past two weeks.
- (Julian R., 3/1) Julian had an excellent kindergarten lesson on animal footprints. He had four boys completely entranced for 20 minutes with a simple discussion of animal tracks and animals in general.
- (Dean T., 3/15) Dean had been unconcerned about such things as talking to his child rather than watching what was going on in the room. He now makes an effort to keep in verbal contact with his child to maintain good interest.
- (Erica S., 3/22) Had five children to tell story to and was not able to keep them interested. She was unable to make the story interesting or to draw the children in with conversation.
- (Peter B., 3/22) Peter discussed his child's reticence to cooperate and told how he no longer asked but now directed or told her what he expected.
- (Tony P., 3/22) Tony informed another Teen Tutor who had been very short-tempered with his child, "You've got to learn how to act in the kindergarten. Those kids copy everything you do."
- (Janice F., 3/29) Janice was reprimanding Stanley C for his work with the kindergarten. "You've got to be patient with them and show them how to print. You can't tell them they're doing it all wrong."
- (Keith B , 3/29) Keith had his own child and a second child on a nature walk. His child was jealous of the other child. He ignored his child's jealousy and talked about their project until his child forgot it also.
- (Keith B., 4/5) In their self-evaluation groups, Keith admitted that the group did a lot of fooling around and didn't really accomplish much. He also admitted that he was goofing off like all the rest.

- (Ted P., 4/19) He's still groping around. Part of the time he is awfully silly but not as stiff as he was in September.
- (Tammy C., 4/12) In discussion stated that she had found she could talk to her mother as a friend.
- (Dean T., 4/19) During library period, he asked his kindergarten boy to go over to the kindergarten for another book. The boy looked at Dean and asked, "All by myself? Dean reassured him and said, "Yes, sure you can do it--go on." The boy looked again at Dean, then left.
- (Sylvester H., 5/3) Still feels very insecure with kindergarten children.
- (Rhonda G., 5/3) Has a much more tolerant attitude toward the teachers in the program. Doesn't have a negative attitude anymore.
- (Patricia S., 5/3) Seems constantly angry with adults and almost every comment to teachers is back talk. Even when approached positively she has a very negative verbal response--"Why should I do that?" etc.
- (Doris P., 6/14) Over the year Doris made much progress in being able to express her ideas in a small group discussion. Her mother says she is now much less withdrawn from strangers. At least now she attempts to discuss things instead of going to her room.
- (Tony P., 6/14) Can be honest without being disrespectful-- "It would be easier to discuss ourselves if you would leave us alone instead of coming to check on us."
- (Joyce R., 6/14) Use of vulgar language practically disappeared during the course of the year.
- (Tammy C., 6/14) Definitely became more courteous, previous use of sarcasm was eliminated.
- (Mabel C., 6/14) Was able to take constructive criticism and so learned to be more firm in the choices and directions she gave her children.
- (Sally W., 6/14) At times was mature and could talk with teachers without putting on a show.

(Dean T., 6/14) Did become consistently conscientious with his kindergarten child. Used good English and preplanned questions and directions.

**Objective A5.2:** Has the Teen Tutor increased his ability to know what to do and how to get an idea across to children from one to five years of age, to people his own age, and to adults without speaking?

(Gilbert B., 10/20) When helping to administer kindergarten test, Gilbert first asked child to follow directions; when ignored he simply continued to set example which child finally followed.

(Marvin S., 10/26) Said maybe he should let children draw their own pictures instead of having ones for them to color.

(Jason L., 12/1) Jason recently always nods his head or smiles to greet me in some manner. First weeks of school he pretended he didn't see me.

(Brenda P., 1/26) She has a good manner with children that promotes cooperation.

(Jason L., 3/8) Jason reacted pretty well when a little kindergarten child came up and put her hands into his. He smiled and laughed with her. Usually he doesn't do anything at all.

(Sylvia S., 6/14) Quite helpful and considerate, always tried to do the right thing and always listened and paid attention.

(Doris P., 6/14) Did an increasingly better job with visual aids. She also communicated by her facial expressions.

**Objective A6.0:** Has the Teen Tutor's study of the things that make people look, act, speak, or smell differently from him helped him to understand why they are different?

(Gilbert B., 2/2) In talking about jobs he stated he would want to work away from places where Negroes cause trouble.

(Ted P., 2/9) Says he learned that everyone has a very different personality.

(Ted P., 3/15) Stated, following a film, that you should not judge people by how they look (dress) as they are all different.

(Joyce R., 3/29) After a film on community action by teen-agers, Joyce stated that lots of kids who were different were nice when you worked on something with them.

- (Joyce R., 6/14) Seemed to have no negative feelings about going to integrated pool, although parents were against it.
- (Rhonda G., 6/14) Spoke out in class when a junior high student who is effeminate was being ridiculed. She explained that the boy had no male friends and just acted like the people he lived with--his mother and grandmother.
- (Tammy D., 6/14) Always quite close-minded in discussions of race or creed differences.
- (Jerome S., 6/14) Said people of different races, creeds, or religions would not mix because that's "what my Dad believes."

Objective A7.0: Is the Teen Tutor better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

- (Keith B., 10/20) Had successful experience reading a book to kindergarten children; wrote summary of several filmstrips for possible use; has investigated many kindergarten level books.
- (Suzanne N., 10/20) Planned a book about a caterpillar. In order to illustrate it better she brought in a live caterpillar to share with the children.
- (Ronnie A., 10/20) Ronnie picked out Ten Apples on Top to read to the kindergarten. This was appropriate for the kindergartner and for his reading level. When his reading teacher asked if he was preparing anything, he pulled out the book and read it to her as if she were a kindergartner. He held it up so she could see the pictures. She said he read very well.
- (Sally W., 10/20) Has presented a self-written story of three kindergarten children after investigating our book collection.
- (Joyce R., 10/20) Has created a self-created puppet show about familiar kindergarten experiences.
- (Stephanie S., 10/20) Has used many kindergarten level books for ideas of presentation and has written three of her own stories for the kindergarten.
- (Janice F., 10/20) Worked with a group of kindergarten children to prepare "Carrot Seed" as a play to present to the class.
- (Scott C., 10/26) Was able to choose a good filmstrip to go along with his story about an ostrich. He helped the children get a good clear idea of the animals.

- (Janice F., 10/27) Has planned and carried out more successful kindergarten lessons than anyone in her class.
- (Mabel C., 11/17) She has one of the widest acquaintances with kindergarten materials. She comes in early each day and works well and constructively.
- (Lori E., 2/16) Lori had planned a lesson using a poem. Without any help she prepared some visual aids for her lesson also. It was effective.
- (Peter B., 3/1) Peter has been working with the new kindergartner (age 8). He selected a model car, looked it over, and decided it was not too difficult but would challenge the boy--he made an excellent choice.
- (Lori E., 3/1) Lori and Peter independently came up with the plan for a field trip to the OSU Museum.
- (Janice F., 3/22) Excellent story with flannel graph. When she finished, she worked with pronunciation of words in the story that the children had difficulty with.
- (Beth C., 5/3) In planning her beginning word sounds lesson last week, she chose things for the children to feel first, and then say beginning sounds. She was thinking of things to keep them interested as she was trying to teach.

Objective D2.0: Does the Teen Tutor feel more important or satisfied because he has planned and carried out successful kindergarten activities?

- (Mabel C., 10/20) Feels that setting an example for kindergarten child is most important function.
- (Gilbert B., 10/20) In conference stated that he had come to like kindergarten children better. I think this says something about his self-worth.
- (Doris P., 10/20) She has been able to take a new leadership role in a two-person situation after gaining some confidence by helping the kindergartner.
- (Mabel C., 11/10) She brought in a seed collection to share in the kindergarten during the seed unit. She did this completely on her own.
- (Dean T., 11/10) Is working on an electronic game for the kindergarten. Combining his individual interest with the kindergarten's.

- (Jerome S., 11/10) Prepared an art lesson for children. Took the responsibility of writing a note to tell the parents what to send.
- (Sally W., 11/10) Seems a little more secure in herself this week, maybe because she feels responsible for activity she has been working on to present to the class.
- (Sylvester H., 11/10) Didn't meet with much success on his first attempt in the kindergarten activity. "They did better than I did."
- (Suzanne N., 11/10) Is very conscientious about her lessons. Said she wanted to work this lesson out better because something on her last one didn't go so well. Plans very well and does not want to go in until she is ready.
- (Sylvester H., 11/10) Sylvester was selected Teen Tutor of the Month for December and was pleased and proud and even made a point of telling Gene about his selection.
- (Ronnie A., 11/10) Each time he works with Margo he has a sense of self-worth and especially if he meets with success.
- (Sally W., 12/15) She sometimes comes over early before her class begins. She feels welcome and helpful. She gets right to work and sees things that need to be done in helping the kindergartners.
- (Stephanie S., 1/26) She is usually a very giddy, nervous and somewhat hyperactive girl in the classroom. She gave a kindergarten lesson a few days ago in which she was helping the children work on a play. I was amazed at her composure, patience, and maturity--no giggling at all.
- (Julian R., 3/8) Drops back into his shell as soon as he gets back into the teen room.
- (Donna A., 4/5) I think she feels certain success because her animals were well accepted in the kindergarten class.
- (Sylvester H., 5/3) Came over on study hall time to work on extra kindergarten lesson for his child.
- (Janice R., 5/3) She should--she is the one person to be asked to help with the elementary Quest Program this summer.

- (Sylvia S., 6/14) Did an excellent French lesson that continued on for several weeks. She and Sheila planned this out on their own and really did a good job. The children enjoyed it. Really showed that they put a lot of time and patience into it. The children learned several new French words.
- (Tammy C., 6/14) This success helped more than anything else to improve Tammy's attitude.
- (Tony P., 6/14) Often came on study hall time to work on a lesson, like the topic he made for the Indian unit.
- (Mabel C., 6/14) Received much appreciation for her efforts. She showed her satisfaction by a continual effort to do a good job.
- (Sally W., 6/14) Her kindergarten child's admiration was probably the most valuable part of the program for her. She gets little affection or attention otherwise.
- (Sheila S., 6/14) Was gratified both by the children's enjoyment and the teachers' comments on lessons well done.
- (Stephanie S., 6/14) Had many, many kindergarten ideas. Wrote and illustrated many original stories and always seemed to have ideas. Mother says she often worked on things at home.
- (Ronnie A., 6/14) Much of his increased confidence to read and accept help with reading stemmed from the admiration he received from the kindergarten children or teachers and peers' approval of his lessons.

**Objective D3.0:** Has the Teen Tutor's observation of the teachers teaching the kindergartners helped him in finding out how young children learn and how teachers help them to understand things?

- (Dennis B., 10/20) The teens did several weeks of observation--took notes and discussed the experience with the kindergarten teacher. Initially, Dennis evidently did not gain from the experience--when he went in to share the workbench he was almost mute and seemed to have no understanding of how to help five-year-olds to learn. But since that time he has shared books in the kindergarten and has been well prepared with a good story and good questions.

- (Mabel C., 11/10) She observed our sincere presentation on seeds and the next day came to school with a grouping of different seeds. We encouraged her to work up a lesson to present to the class.
- (Donna A., 11/10) Observed during our science unit and could see how we use visual aids to encourage learning.
- (Jason L., 1/19) Planned physical education lesson for those children who demonstrated possible perceptual handicap on kindergarten test.
- (Donna A., 2/23) We took a class in to observe a lesson and talked about the many ways a concept must be presented to get the idea across. This would really apply to all of the teens.
- (Gilbert B., 3/15) Gilbert suggested that a good way to encourage the kindergarten children to learn the words and be willing to sing a song was to ask their parents to sing it with them at home.
- (Ronnie A., 6/14) An excellent observer. Told in evaluation about watching a kindergarten teacher get children to pay attention by asking questions when attention waned.

**Objective D4.0:** Has the Teen Tutor learned anything in the classroom or observed anything in the kindergarten that has helped him to understand the development of young children?

- (Gilbert B., 10/20) His experience during testing when his child responded best to the example he set in following directions showed him how much they imitate.
- (Marvin S., 10/20) Marvin's long-term goal for personal evaluation was to find out more about each kindergarten child so that he could understand them individually.
- (Walter C., 10/20) Found that he lost attention of his children when book pictures did not hold their interest.
- (Janice F., 10/26) Talked with group that presented "Carrot Seed" about what to expect and what not to expect in younger children in this particular situation and this reinforced their understanding of kindergartners and their behavior.

- (Walter C., 10/26) Realized that his presentation of story in kindergarten room did not go so well. He evaluated himself. Realized he didn't ask enough questions to keep them interested and his story was too long.
- (Brenda P., 11/10) Had a lesson in working with clay with kindergartners. She noted how well some could do and others not so well.
- (Jerome S., 11/10) Discussed difference of showing films to teens kindergarten children.
- (Tammy C., 2/23) Has noticed that Sally has improved considerably in math and wants to find some new kinds of lessons to do with her now.
- (Beth C., 3/15) Beth and Vivian made a list of kindergartners they and the rest of the girls would like to visit as they can compare teachers and procedures.
- (Scott C., 4/19) During an observation of a Weekly Reader lesson, Scott noticed that his kindergarten child spoke very softly, much more softly than any of the other children.

## PART II

## COMMENTS BY JUNIOR HIGH SCHOOL TEACHERS ON CHANGE IN TEEN TUTORS

## DEMONSTRATION PHASE

**Objective A1.1:** Does the Teen Tutor now know more about how human beings develop from birth; in other words, how each child becomes an individual somewhat different from every other child?

(Stephanie S.)                      Stephanie has brought in articles to show me what they are discussing concerning individual growth and development.

**Objective A1.2** Is the Teen Tutor more aware that it is important to be polite, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

(Jason L.)                      Jason's attitude in class has improved since he first entered my class. He is more polite to adults in a position of authority.

(Stephanie S.)                      I have overheard her comments about hurting others' feelings, etc.

(Erica S.)                      She is concerned with social relations. She has been reading good selections in this area.

(Sam G.) m                      Seemed to be this way always, but his social maturity has seemed to improve.

(Sally W.)                      In the beginning she seemed to be a little rude to some of the students in the class, but she seems to be more tactful now.

(Rhonda G.)                      She is trying a little harder to receive better treatment from teachers and peers.

(Erica S.)                      It seems Erica's general disposition has changed from just a slightly cynical attitude to a cheerful, smiling attitude.

(Suzanne N.)                      Suzanne has become more aware of the importance of having good social relations.

(Gilbert B.)                      Gilbert has definitely matured as the year has come and gone.

**Objective A1.3:** Does the Teen Tutor understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

(Erica S.)                      She seems to have become just a bit more tolerant of students in her class.

**Objective A1.4:** Has the Teen Tutor learned something about the way he acted or felt in the past or about the kind of person he can be in the future that helps him to understand himself at the present time?

(Julian R.)                      He seems to be more "aware of himself" than he was at the beginning of school.

(Jerome S.)                      Knows how to learn from mistakes.

(Peter B.)                      He is surer of himself, speaks up without hesitancy when he has a question or problem, has more friends, seems happier in general, seems more well-adjusted.

(Scott C.)                      Knows more about how to bring favorable consequences.

(Suzanne N.)                      Has developed ability to learn from mistakes.

(Stanley C.)                      I feel that this is working on Stanley gradually. I was more able to reason with him about himself as time went on.

(Julian R.)                      Would do very little work at the beginning of the year, but now he is above average in the class.

(Joel W.)                      Was as meek as a mouse in the fall but now he isn't afraid to answer questions in class.

(Sally W.)                      Previously seemed shy and uncertain, now less self-conscious, more responsive and seemed to have more friends.

(Joel W.)                      Has been affected positively in the first semester by something, so let's assume it has been Teen Tutors. He was quite shy and unassuming at first, then after about the first ten weeks became part of the classroom. He appears more confident in himself now.

(Lori E.)

She didn't participate any more in class than at the beginning, but she did lose a little of her frightened, "You're going to hit me" look.

(Sheila S.)

I think Sheila gained a little self-confidence and pride in herself and her appearance. She seems to be a bit more easy going and friendly. Perhaps we could chalk this up to Teen Tutors.

(All students)

I noted a marked improvement in most of the students' study habits and discussion skills. I feel that the confidence that each acquired through the Teen Tutor program enabled them to realize more of their own potential in reading and English. In addition to a display of academic achievement, I feel that several Teen Tutors have gained a sense of self pride. Many times such students as Sylvester H., Tony P., Julian R., Joel W., and Stanley C. have excitedly discussed their Teen Tutor activities with me. They have shown me hand-outs that they have received and just recently have invited me to observe them some afternoon. These reactions indicate a genuine appreciation of the program.

**Objective A1.5:** Does the Teen Tutor now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

(Sylvia S.)

Perhaps she thinks more in those situations instead of trying to retreat or escape.

(Jerome S.)

Keeps cool.

(Suzanne N.)

Suzanne has been faced with problems this year in which she has sought guidance.

(Sylvia S.)

Sylvia has shown improvement. She sought guidance in one incident.

(Stanley C.)

I don't think Teen Tutors has succeeded here with Stanley. There is still much need for improvement.

**Objective A2.0:** As a result of studying about teen-agers, does the Teen Tutor have a better understanding of himself, or who he is and what he can do? Further, has this study about teen-agers helped the Teen Tutor become more confident in what he does while working and playing with other people?

- (Suzanne N.) Has shown an awareness of other people's problems, and through her confidence in herself she has been able to be a leader in order to help others. She seems quite mature in handling herself, in getting along with others--one of the most matured seventh-graders.
- (Sam G.) Seemed to gain acceptance of himself and of his own behavior which speaks for his confidence.
- (Jerome S.) Is more ambitious. Gets along with others.
- (Stephanie S.) She seems anxious to try lots of things not knowing whether or not they will turn out successfully.
- (Sylvia S.-) Sylvia has really come out of her shell. She doesn't become as embarrassed as easily as she did at one time.

**Objective A3.0:** Is the Teen Tutor more aware that parents are also people who have problems and that he can help them with their problems by being considerate of them and by trying to understand why they expect him to do certain things? And does the Teen Tutor feel that his understanding of the problems parents face will help him to be a better parent when he is an adult?

- (Ronnie A.) He and his mother seem to get along well and this might have something to do with Teen Tutors.
- (Walter C.) I feel he is understanding his parents in many ways.
- (Jason L.) Jason has mentioned in class that his parents have had problems.

**Objective A5.1:** Does the Teen Tutor know better what to say and how to speak with people his own age and with adults (parents, teachers, or others)?

- (Donna A.) She seems to communicate with others more than she did.

(Keith B.) Good at converstion with any age.

(Ronnie A.) Better conversationalist. Better relationship.

(Suzanne N.) Has improved in making conversation with all ages.

(Ted P.) Ted has matured much in this respect.

(Julian R.) Definite change for the better.

(Sam G.) Seems to be better in conversation with all ages.

(Erica S.) She seems to communicate more in class. She's less shy when I speak to her.

(Dean T.) Although he still needs to improve, I can see a change for the better.

(Ronnie A.) He seems to have opened up more to those around him.

Objective A5.2: Has the Teen Tutor increased his ability to know what to do and how to get an idea across to people his own age and to adults without speaking?

(Joyce R.) She has shown this through her actions in class--always being prepared for start of class.

Objective A6.0: Has the Teen Tutor's study of the things that make people look, act, speak, or smell differently from him helped him to understand why they are different?

(Stephanie S.) In talking, Stephanie has indicated why some people are "different"--she seems to know.

Objective A7.0: Is the Teen Tutor better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

(Sally W.) She has said the kindergartners liked "this or that" or disliked "this or that."

(Stephanie S.) She has told me what they are doing and what the little ones like.

## PART III

## TEEN TUTOR'S" COMMENTS ON CHANGE IN SELF

## DEMONSTRATION PHASE

Objective A1.1: Do you now know more about how human beings develop from birth to adulthood; in other words, how each person becomes an individual somewhat different from every other person?

## MID-YEAR

- (Peter B.) Sex was a bad word until I started studying it.
- (Patricia S.) I used to like Teen Tutors, but now I think the movies they show are filthy.
- (Brenda P.) I know more facts than questions now.
- (Sylvia S.) All people are different because of the things they receive when they are born.
- (Scott C.) I had never known anything about it but now I find it very interesting.
- (Erica S.) I used to think it was nothing and I knew everything. But now I think sex is a dirty word. I didn't before.
- (Suzanne N.) I know more because in no other situation have I had a chance to study these things.

## END-OF-YEAR

- (Lori E.) I think it's dumb studying stuff like this.
- (Jerome S.) One of the teachers gets upset much too easily for her own good.
- (Suzanne N.) This change took place because I haven't had the chance to study such things in the depth I have this year.
- (Peter B.) I can talk about sex without laughing.

Objective A1.2 Are you more aware that it is important to be polite, nice, and truthful to other people; in other words, that having good social relations is a sign of maturing?

## MID-YEAR

- (Marvin S.) I made new friends at school by being polite and nice.

- (Vivian P.) Kindness pays off.
- (Janice F.) If you act stupid or anything people don't want anything to do with you.
- (Walter C.) I think I've gotten a little politer because my friends think so.
- (Jerome S.) You should be polite so you won't make a bad influence on everybody.

## END-OF-YEAR

- (Vivian P.) No one can live alone.
- (Doris P.) If you are not kind or nice to others they will treat you the way you treat them.
- (Suzanne N.) I have always known this, but I have become more aware of it this year.
- (Joyce R.) I was always nice, polite, and truthful!!
- (Scott C.) I've learned that if you are rude, you won't have very many friends.

Objective A1.3: Do you better understand that the kind of family in which a child is brought up or the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

- (Jerome S.) If he is brought up in a nice family he might behave better than somebody in a rough neighborhood.
- (Keith B.) Yes, in filmstrips and discussions.
- (Erica S.) If the child is brought up in the slums he is a slob.
- (Peter B.) I have definitely learned to get along with children.
- (Mabel C.) If everyone is bad in that neighborhood he or she will be bad too.
- (Jason L.) Yes, I think so because if he lives in a cruddy neighborhood he'll be cruddy.
- (Doris P.) If the parents and friends are mean he will be mean.

**Objective A1.4** Have you learned something about the way you acted or felt in the past or about the kind of person you can be in the future that helps you to understand yourself at the present time?

**MID-YEAR**

(Erica S.) I have started to plan my future.

(Walter C.) I used to get mad at something and take it out on my brother, but now I can control my emotions better.

(Stephanie S.) I think I have learned to be more mature than I used to be.

(Vivian P.) Before I didn't understand that I should think for myself and fight for it.

(Dennis B.) I act bigger than I was before.

(Ronnie A.) I was lonely.

**END-OF-YEAR**

(Peter B.) Teen Tutor gave me a chance to really know people.

(Suzanne N.) I have thought a lot about myself and my actions. I haven't all the answers to them but I try to observe people from a critical viewpoint.

(Vivian P.) I feel more grown-up.

(Jerome S.) I don't know what I will be like in the future so how does anybody else?

(Janice F.) I think I have changed because I used to say things back to the teacher.

**Objective A1.5** Do you now have a better idea of how a mature teen-ager reacts when he is faced with situations that are frightening or upsetting to him?

**MID-YEAR**

(Keith B.) I learned it by films, role playing.

(Donna A.) If you don't face them you will probably never be able to face them.

(Sylvia S.) Talk it over with someone.

(Gilbert B.) He goes out and takes it out on something but he should take it out on something useful like hoeing in a garden.

(Dennis B.) You have to face up to those kinds of things.

#### END-OF-YEAR

(Suzanne N.) I think I understand it better, but I also know I wouldn't if I hadn't had the chance to study it. This is my reason.

(Vivian P.) I know how hard it is because I'm going through it.

(Joel W.) It scares him or her.

(Mabel C.) He asks for help.

(Sylvia S.) He or she talks to someone about it.

**Objective A2.0** As a result of studying about teen-agers, do you have a better understanding of yourself, or who you are and what you can do? Further, has this study about teen-agers helped you become more confident in what you do while working and playing with other people?

#### MID-YEAR

(Sally W.) Now I can make my own decisions about things and make up my own mind. People don't like people who don't know what they're doing.

(Dennis B.) I know how to do more things and how they are played.

(Joyce R.) Why should I?!

(Patricia S.) I have learned that I want to be a nurse.

#### END-OF-YEAR

(Suzanne N.) I am confident in myself. I think that is because I have had a chance to see what makes people do things.

(Mabel C.) You don't get everything you want.

(Ted P.) I've come to recognize my abilities.

(Joyce R.) I know who I am and I know what I can do and what I can't!!!

(Beth C.) I feel more at ease because I know other people have the same problems.

(Stanley C.) I used to keep saying, "I can't do it," but I know if I try, I can. I used to couldn't get along with people, but now I can.

Objective A3.0 Are you more aware that parents are also people who have problems and that you can help them with their problems by being considerate of them and by trying to understand why they expect you to do certain things? Do you feel that your understanding of the problems parents face will help you to be a better parent when you are an adult?

## MID-YEAR

- (Suzanne N.) I know my parents have problems, and I have been unwilling to help. I am just beginning to realize this.
- (Erica S.) I understand that I have a part to do things in the house also. I can understand my mom and dad now.
- (Dennis B.) I know a lot I will have to do when I am older.
- (Mabel C.) I help my parents with their problems and they help me.
- (Sally W.) Parents are okay. I guess they have problems, too. And I help my parents.

## END-OF-YEAR

- (Sally W.) Yes, I do. They have feelings, too, and before this, I always thought they didn't have any troubles.
- (Janice F.) I have helped my parents with their problems.
- (Suzanne N.) Mine have helped me in this by talks.
- (Donna A.) Parents are humans, too. They have feelings same as us.

Objective A4.0 Have you become more aware of community services that are available to families and children and your responsibility for participation in the provision of these services?

## END-OF-YEAR

- (Ted P.) I try to encourage my parents to know about them.
- (Vivian R.) I think they are good.
- (Julian R.) I know what they are for.

Objective A5.1 Do you know better what to say and how to speak with children from one to five years of age, with people your age, and with adults (parents, teachers, or others)?

## MID-YEAR

- (Sylvia S.) You can't use the big words (with younger children) we use around the teachers.
- (Mabel C.) You have to be nice with (younger children) and slow. Don't talk back to adults.
- (Sylvester H.) You can't use words like "Hey, Man" or "Cool it."
- (Sally W.) Well, I do a little better now that I am older and can understand the way (adults) talk.
- (Dennis B.) Yes, because they are smaller and I am good at talking to younger children.
- (Scott C.) I used to fumble for words when I spoke to (children). Now I don't.
- (Stephanie S.) Yes, definitely. I used to speak sort of harsh. I am a little kinder (I think).

## END-OF-YEAR

- (Rhonda G.) Yes, because before I didn't know what to say or how to say anything to them, but since I have been in Teen Tutors, I can.
- (Joyce R.) The only thing I like is to work with the kids.
- (Dean T.) We have no room to talk with adults.
- (Erica S.) My parents say I'm too smart-alecky.
- (Sally W.) Children at that age need to be praised more for their work.
- (Scott C.) I am not nervous anymore.

Objective A5.2 Have you increased your ability to know what to do and how to get an idea across to children from one to five years of age, to people your age, and to adults without speaking?

## MID-YEAR

- (Lori E.) By giving good or bad looks to them.

## END-OF-YEAR

- (Jerome S.) By using pictures they understand better.

**Objective A6.0:** Has your study of the things that make people look, act, speak, or smell differently from you helped you to understand why they are different?

(Sally W.) They live like the kind of people they run around with.

(Dean T.) Heredity, personality, environment.

**Objective A7.0:** Are you better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

#### MID-YEAR

(Mabel C.) It has to be fun and not long.

(Beth C.) Now I can tell if a book is right for the kindergartners because the pictures are big.

(Sylvia S.) All you have to do is remember the things you liked when you were their age.

(Sally W.) I know a book must be big pictures and short stories. And filmstrips can be not too grown up like, and a game with a lot of movement.

#### END-OF-YEAR

(Sheila S.) Only if you know him well enough.

(Sally W.) A book most of the time must have big pictures and the films not too long. Games should be so that all the children will have a turn.

(Peter B.) I pick records out for my brother.

**Objective D2.0:** Do you feel more important or satisfied because you have planned and carried out successful kindergarten activities?

#### MID-YEAR

(Sam G.) I like it because it gives me a feeling of independence and maturity.

(Jerome S.) It gives you a good feeling to know you taught them something.

(Vivian P.) Yes, because I never did very many successful things.

(Sally W.) Yes, I feel real good and it helps me to want to do more.

(Gilbert B.) It makes me feel wanted.

(Lori E.) I feel more important.

(Dean T.) When your plans go through you feel good.

#### END-OF-YEAR

(Tony P.) It makes you feel like a teacher.

**Objective D3.0:** Has your observation of the teachers teaching the kindergartners helped you in finding out how young children learn and how teachers help them to understand things?

#### MID-YEAR

(Brenda P.) They show it to them in about six ways so they will understand better.

(Ted P.) If I have a problem I wait and see what the teacher does so I can do the same thing the next time.

(Dennis B.) Yes, because I can watch them and see how they teach and then I will know what to do.

(Lori E.) I think we can do just as much for four and five year old kids as teachers can.

#### END-OF-YEAR

(Ronnie A.) I understand kindergarten children and their problems.

**Objective D4.0:** Have you learned anything in the classroom or observed anything in the kindergarten that has helped you to understand the development of young children?

#### MID-YEAR

(Marvin S.) I've learned that the development has something to do with the other children influencing on them.

(Sally W.) They are getting smarter than before and some little children mind better. And they are taller.

#### END-OF-YEAR

(Vivian P.) I hardly understood them at all before.

## APPENDIX D

## PART IV

## TEEN TUTOR PARENTS' COMMENTS ON CHANGE IN TEEN TUTORS

## DEMONSTRATION PHASE

- (Doris P.) Very pleased at progress. Now has more interest in books, reads more on own. Seems more grown-up. Would like to be a teacher. Likes school better. Closer to mother. Has more self-confidence, not afraid now to try anything new. Used to just sit; now will talk to people.
- (Walter C.) Has done good things for him. Gets along better with brother. Talks about kindergarten child. Talks louder than a whisper now. Takes more pride in his looks. Wants to look like a teacher at the junior high. Enjoyed the trips. Parents liked the social services meeting best. Didn't know there were so many
- (Rex K.) Good experience, they learn more. Thinks he likes it but won't admit it. Would really like to quit school. Closer to both parents. Talks to mother more about life. Not quite as clammed up. Can get him to clean up or get him hair cut just by talking. He appreciates home because he saw boys away from families.
- (Lori E.) Helped them to learn. Liked it very well. Had a lot of fun. She was heartbroken when her kindergartner moved. She hates to see school out. Said grades were improving. Tries to stick closer to parents. Cares more about how she looks.
- (Dean T.) Doesn't see anything he has gained, and he missed out on too much. Discussed race relations at home. Cares more about how he looks. Discovered difference between girls and boys.
- (Erica S.) Gives students a chance to express self and show what he can do. The kindergarten work was the most interesting. She now takes the responsibility to finish what's started. More sassy. Expresses her opinion more. Wants to blame teachers for things that happen. Knows that life's different elsewhere.
- (Scott C ) They learn things they wouldn't ordinarily learn (sex) Concerned that kindergarten child wasn't doing well, he wanted to write a letter to her parents to tell them to help or she might not do well next year. More confident, more concerned about his looks. Wishes more parents would take more interest.
- (Beth G.) Doesn't approve of it for Beth. All she wants to do now is read, won't do anything around the house. Seemed to enjoy the program. More concerned about complexion, hair, and clothes.
- (Brenda P ) Helps to know about smaller children. Also helps small children. She seems to enjoy it. Breaks the monotony at school. Might like to be a teacher. Cares more about how she looks. Thinks it's important that she's a normal child.

- (Tony P.) Good for kids. Talks about kindergarten children. Never had any complaints. Takes more interest in his appearance.
- (Sylvia S.) Has done much for her. Sees difference in children. Understands brother better. Talked about planning trips for kindergarten and movies. Made a report in geology on Teen Tutors, even typed it, which she never did before. Closer to teachers. More self-confident.
- (Sally W ) Now trying to get her lessons. Likes most of her teachers. Cares more about how she looks. Said policeman was very nice to them.
- (Vivian P.) Likes the way it trains--learn by doing. Talks much about working with children. Rebels more, doesn't understand why parents want her to do things. Grades have gone up. Telephoned to sell seeds and had a party for the first time.
- (Ted P.) Likes school more now. More confident. More grown-up. Sees humor in things now.
- (Stephanie S.) Seems to have helped her. More interested in school, has gotten better grades. Talks more grown-up. Thinks she's more independent more responsible than mother says.
- (Patricia S.) Good experience to work with younger children. Liked at beginning, but not toward the end. "Too many movies on sex," she told her mother.
- (Dennis B ) Teaches responsibility. Worries that he's not doing well. Cares more about how he looks.
- (Stanley C.) Helps them to get to know smaller children better. Talked about kindergarten lessons. Good times and bad, depending on mood. Better accepts babysitting after school. Always wants to go to school. Does get upset with teachers over very small things. Cares more about looks.
- (Sheila S ) Enjoyed everything about program. Gives her something to look forward to. Makes her feel important. Likes school better, more willing to go. More confident. Used to go sloppy; now likes to look nice.
- (Peter B.) Helps him get along better with brothers and sisters. Likes to work with children. Cares more about how he looks. Said community services were better than he thought.
- (Janice F.) All for the program. Said she never regretted it. It has helped her to be around children; maybe it will help when she has her own. She acts like she knows it all, though.
- (Julian R.) Gives a change so won't get bored. At one point he wanted out because he couldn't get along. Mother told him he wasn't going to be a quitter.
- (Joyce R ) Cares more about how she looks.

- (Gilbert B.) A little against the program because they didn't understand how their child was chosen. Gilbert likes everything but not interested in sex, much more considerate of children. More interested in his work; has gone to a counselor. More considerate toward mother. Liked family players meeting best of parent meetings.
- (Marvin S.) Does benefit, particularly likes art projects. Likes to dress up and go with older kids. Liked meeting on 5-10 year olds best--"informative to me."
- (Joel W.) Not any good for my boy but good for others, like an only child. Joel says he doesn't like being with the little ones. Grades did improve. Does a lot of primping; is amazed at facilities.
- (Keith B.) Didn't find anything wrong, very enthusiastic about program. Child not so timid, more at ease.
- (Sylvester H.) Wonders about whether sex education was too much, but now understands sex more. Very enthusiastic about trips and electronics. Attitude changed. Likes to care for nine-year-old. Less respect for teachers, though; tries to aggravate them.
- (Jerome S.) Too much leniency. Not enough discipline. Grades fell. Said Buckeye Boys' Ranch was nicer than expected. Very impressed with police department.

## APPENDIX E

## PART I

## TEEN TUTOR TEACHERS' COMMENTS ON CHANGE IN KINDERGARTNERS

## DEMONSTRATION PHASE

Objective D1.1: What evidence have you noted that shows this child has or has not developed well in the use of communications skills?

- (Sarah B., 10/19) At beginning of school year she wouldn't say anything. I think because of her many contacts with different teens she is more at ease with people.
- (Ralph K., 10/20) Has shown improvement in being able to tell colors since the teens have been coming in. He was able to tell all the colors in the flag and count the number of stripes. He was not able to do this before.
- (Joan C., 10/26) This week she has talked freely with the teens who have participated in snack time.
- (Ralph K., 10/26) Has been volunteering to answer more often and does a better job of speaking and remembering things. Talking with teens may be helping him with shyness.
- (Brandon A., 10/27) A few weeks ago he would sing "America" off key to get attention, but this week he has been singing it on key. This may be because he is getting extra attention from the teens and does not need to get it in unacceptable ways.
- (Susie C., 11/3) During snack time she reminded everyone at her table not to talk so loud. When teens were here they reminded them of this.
- (Darren M., 11/10) Is a little easier to understand speech problem. Might be helped because of many chances to hear teens talk.
- (Joan C., 11/10) Joan said a little poem to teacher and then for class. She isn't as shy in front of people now.

- (Sally H., 11/17) A teen encouraged her to talk more in class and to speak louder. When Sally came back to the kindergarten room we had a sharing period. She volunteered to share some pictures she had drawn and colored with the teen. She spoke louder than I have ever heard her speak and she was so pleased with herself.
- (Cary T., 12/1) Cary carried on a very good conversation about his brother and his birthday party.
- (Colleen Y., 12/1) Always says something now when she raises her hand.
- (Karl R., 12/8) A teen helped him hold a pencil properly. We noticed his difficulty and the teen showed him several times.
- (Victor C., 3/1) When Victor stood up to share, he spoke in a sentence instead of just phrases as he usually does.
- (Louise K., 3/1) Her teen has been helping her with her speech problem. She has improved. I feel that the individual help she gets from her teen has been of great benefit to her.
- (Karen H., 6/14) Was able to speak better by the end of the year and was not as shy as she was at the beginning.
- (Louise K., 6/14) Her teen helped to calm her down a little and speak in a quieter voice.
- (Lana L., 6/14) I think Lana's teen helped her a little with her speech problem. She spoke a little clearer by the end of the year.
- (Ralph K., 6/14) Participated more in speaking and activities by the end of the year. His teen helped him to be more sure of himself.
- (Vera O'D., 6/14) Participated in our activities more often toward the end of the year.

**Objective D1.2:** What evidence have you noted that shows this child has or has not shown creative and imaginative approaches to activities?

- (Susie C., 12/15) Her teen made some Christmas decorations with her; then she made one all by herself during a work choice time.

- (Victor C., 11/10) Made something out of clay and told a good story about it.
- (Brandon A., 10/19) He brought in a hand puppet and made up a play with his puppet and my Mr. Monkey puppet. This is a skill he may just have, but it may have been helped by Teen Tutors.
- (Anna A., 10/26) Worked with teens in a play. Few days later during work time she was playing with big blocks. They made a stage. She got on it sang a rock and roll song.
- (Victor C , 11/3) He usually doesn't color but he has been lately and telling about his pictures. This may be because teens work with him and some- times he colors after they read to him.
- (Victor C., 10/26) Colored this week and made pictures of people. First time he has ever chosen to color as an activity. May be because of teens doing this with him.
- (Jerry S., 11/10) When Lori did her math lesson, she had a pack- age made up for each child in her group tied up like a present. It had in it different colored circles, rectangles, and squares of different sizes and materials.

Objective D1.3: What evidence have you noted that shows this child has or has not been stimulated intellectually?

- (Tara G., 10/19) Worked with teen reading a story. Teen worked with numbers. Several days after Tara expressed an interest in learning to make some numbers and wanted to know what they were.
- (Victor G., 10/19) Teens have been reading stories and empha- sizing color. When I asked Victor some colors he seemed to know them much better than he had before the teens read their stories.
- (Tyrone W., 10/20) Teens worked with him in making bodies and people out of some shapes. From seeing pic- tures he made after his lesson, I feel he has a much better idea of what a person looks like and how to put his on paper.
- (Anna A., 10/26) Has been asking how to print her name.

- (Ralph K., 12/15) Has been working with teens on some beginning to read books. He wouldn't have this opportunity to do this without Teen Tutors.
- (Darlene B., 2/16) I feel from working with teens she had become more interested in making letters and words. Can now print her first, last, and middle names.
- (All children, 3/1) Five teens took the class to the Ohio State Museum and they had new experiences and were stimulated by the things they saw.
- (Brandon A., 3/15) Yes, when the teens worked with him on sign language. A few of them learned a sentence in sign language and then told what the signs meant.
- (Victor C., 3/29) Victor has shown increased interest in printing his name correctly. Although he still can't complete it, this is a big improvement since the beginning of the year. His teen helps him with his name.
- (Brandon A., 4/5) Very pleased to report he had counted to 20 by twos with Walter C. during a math lesson.
- (Joseph W., 6/14) Learned to print his name and he also spoke more toward the end of the year.
- (Vera O'D., 6/14) Has been stimulated to print her name the correct way. The teens helped her to correct the way she had previously been doing it (upside down and backwards).
- (Louise K., 6/14) She had a good influence on Louise and really stimulated her intelligence.
- (Karen H., 6/14) I think her teen helped in overcoming her shyness by having such a warm and friendly relationship with her.
- (Victor C., 6/14) His teen worked with him with colors. This really helped him a lot, since he didn't know colors at all at the beginning of the year.
- (Anna A., 6/14) Her teen helped her printing her name, gave her a good introduction to number work, too. She seemed very interested in learning as many new things as she could.

(Sally H., 6/14) Her teens did a good job with visual aids for lessons and that made Sally more interested.

Objective D1.4: What evidence have you noted that shows this child has or has not shown affection and a more favorable self-image?

(Melvin K., 10/26) Has had some successful experiences with teens and seems more relaxed himself and better behaved in class.

(Roberta T., 10/26) She went over to the teen room to get the teens who were to help on workbench. This was unusual for her because she is usually so shy.

(Van H., 11/3) Showing favorable self-image. Pleased with results of picture he made.

(Jerry S., 11/17) Jerry, who has to wear a brace, always got lots of praise from the teens when they helped with our gym period this week. Jerry tries to do most of the things even though it isn't easy.

(Tom L., 11/17) Has been trying to control himself more in class and has been doing a pretty good job; might be because of working closely with the teens and they have been reminding him of this, too.

(Margo J., 12/8) She chose to play in housekeeping corner instead of coloring by herself as she usually does.

(Sally H., 12/15) She brought a Christmas gift for her teen and the teen was touched. Their relationship has been very good.

(Colleen Y., 1/5) Said she missed Peter B. so much that she didn't know what to do.

(Sally H., 1/5) Her teen has helped her self-image.

(Jerry S., 1/5) He seems so interested and eager to learn and probably is just glad someone he admires wants to spend time with him.

(Margo J., 6/14) I think her teen definitely helped her to overcome some of her shyness. At the beginning of the year she wouldn't even go with the tester. At the end she went without any problems. Relationship with Rhonda helped her to become a better group member in school. By the end of the year she was singing with us, playing games, and participating in activities.

- (Victor C., 6/14) At the beginning of the year, he played alone. By the end of the year, he was able to get along better with others and could play successfully in a group.
- (Marlene M., 6/14) Is not quite so shy now. I think that having a teen to identify with really helped to build up her self confidence.
- (Ralph K., 6/14) Was much happier with himself when he learned all the colors. He was pleased when someone noticed that he had learned them. His teen worked with him on these and really helped a lot.
- (Colleen Y., 6/14) Her teen sometimes had her telling him what to do but this wasn't entirely bad because at the beginning of the year she lacked enough self-confidence to make a complete sentence in front of the class. After working with Peter, she really had much more confidence in herself.
- (Tom L., 6/14) I think the teens have helped Tom with his problems. He is very stubborn and gets mad and then will not say anything to help you understand him. Toward the end of the year though, he opened up a little and I could talk with him to discuss reasons why he was so mad all the time. I think this helped him to like school better.
- (Sally H., 6/14) Was proud to have Tammy be "her teen" and therefore identified herself with being favored, too.
- (Darren M., 6/14) His teen always had good creative lessons planned. Liked Ted a lot and they had a very positive relationship. I think Ted helped Darren to mature quite a bit during the year.
- (Sidney C., 6/14) Self-image helped by Suzanne's affection and interest in him. He didn't mind at all going to be tested at the end of the year, whereas at the first encounter with leaving the room with a stranger, he cried and refused to go.

## APPENDIX E

## PART II

## KINDERGARTEN PARENTS' COMMENTS ON CHANGE IN KINDERGARTNERS

## DEMONSTRATION PHASE

- (Gordon McC.) I think the Teen Tutor idea is a good idea. I don't see why they don't have it in the other grades.
- (Louise K.) Her coloring has really improved, feels before she would have colored an apple four different colors. I think it was fine. Kindergartners really look up to the seventh-graders who are closer to their own age.
- (Joseph W.) I think it's good. Sometimes I wonder if it hasn't helped the seventh-graders more than the kindergarten children.
- (Colleen Y.) Likes it very well. She has matured quite a bit. She was fidgety and quite a baby.
- (Tom L.) I think from what I've seen it's been good. Have the same Teen Tutor and kindergartner together all the time--it works out better.
- (Sally H ) Sally has enjoyed it even more than Laura did last year. I think it's been very good for Sally. She's crazy about Tammy C. Talks about her all the time.
- (Valerie V.) I think it's good for them. She's brought home some things that the teens helped them make.
- (Matthew L ) Feels it has been better for Matthew since he's had the same Teen Tutor all year. It would be better if the kindergarten children all had the same Teen Tutor for the year.
- (Margo J.) I just can't tell you how much she's improved. Does songs and dances at home and wants to go early to school; she doesn't have enough time. It's wonderful. Margo has made great progress in overcoming shyness.
- (Jerry S.) Feel it's a good idea and should have them in first and second grades, too. Why isn't the course required for all seventh-graders? Jerry gets along better with kids than he did before.
- (Sidney C.) I like it real well. I've told all my friends. Seems to help them more and they don't have to depend on the teacher so much. Sidney is more like a boy instead of a baby.
- (Marlene M.) I think Mindy enjoyed it. Her niece wanted to be in it, but didn't get chosen.

- (Carol B.) Liked observation, sex education, family night. Carol is always telling about what teens helped her to do. Too many children for one teacher so they had to have the teens.
- (Clint S.) Miraculous thing! Not just for kindergarten children but for the teens, too.
- (Karen H.) Gets along better with others now, not so shy, not as bashful as she was; when company comes, she always used to go upstairs. I think it would help more people helping them better it is. Talks a lot about her teen.
- (Victor C.) Likes his teen. Victor seems to have opened up a lot more. Feels he is not as shy as he was.
- (Roberta T) Not so shy. I hope they have it next year for the first-graders. It's really important for them to have special help.
- (Tara G.) Thinks seventh-graders helped a lot; hard for one teacher to do everything.
- (George M.) I think it's pretty good. George speaks about the Teen Tutors a lot.
- (Aileen T) Thinks the program is nice. Aileen talks a lot about what they have done, is more interested in reading and doing things with older girls. Does well with numbers now.
- (Karl R.) Behavior has been some better. Understands things explained to him better.
- (Trudi C.) I think it's pretty nice. It helps the teen-agers and helps the kindergartners, too.
- (Brandon A.) I think it's great! The boy who is now in the third grade didn't get as much out of kindergarten as Brandon has.
- (Donald M.) Talks much plainer. I think it's all right. Donald has grown up to be a big boy. Kindergarten has really helped him this year.
- (Margaret D.) Seems to like her teen. She thinks it's nice. Has come out of her shyness quite a bit.
- (Eric S.) I think it's nice. I would like for the schedule to be fixed so they could be with first-graders next year.
- (Joan C.) Not as backward as she used to be. I think it's a good idea. I believe a child will learn better by listening to another child. It helps the teens be closer and understand the smaller child more. Joan has learned a lot and matured.
- (Martin S.) I think it's a good idea. He seems to have learned better in numbers and colors. Seems more aggressive.

## APPENDIX F

## COMMENTS BY OBSERVER

OCTOBER

"The teens lost a little time floundering - and just visiting. They couldn't decide on what media to use."

"The afternoon group's lesson on 'Circulation, Digestion and Respiratory Systems' was not too productive. This group seems to need a catalyst of some sort."

Following Day "The afternoons was smoother and more productive than yesterday." (Due to more structured activities.)

"Free and easy climate."

"The class listened to the report (on circulation), and this in turn gave the boys confidence."

"A respect for good, effective reporting (by teens) seems to have been built up."

At work bench in kindergarten - "The teens don't take over even though they (kindergartners) are very amateur."

"This (preparation) will help serve the teens for working with kindergartners during snack time."

"Thursdays observation shows that the group is quite heterogeneous after all."

FEBRUARY

On February 5 the Teen Tutors worked in three groups to evaluate the year's work up to this time. The combined responses to the two ~~questions~~ posed are as follows:

I. What are we doing for the kindergarten children?

- A. Helping them have a better chance in the first grade.
- B. Setting a good example for them.
- C. Helping them have responsibility.
- D. Helping them to learn faster.
- E. Giving them special attention.

## II. What are we doing for ourselves?

- A. Being able to get along with everybody-young and old.
- B. Learning about ourselves.
  - 1. Senses.
  - 2. Personality.
  - 3. Needs.
  - 4. Body systems.
  - 5. Sex-reproductive organs.
- C. Gaining responsibility.
- D. Getting to know little children better.
- E. Learning to keep your temper.
- F. Learning how kindergartners work.
- G. Learning more about ourselves (in general).

"A discussion on 'What Kind of Job Have You Chosen?' followed by a film on the subject of the things that shape a career elicited some good small group discussion."

"Following an activity period in which each teen had two or three kindergartners each to conduct the activity they had planned individually; an evaluation period was held. This evaluation period seemed worthwhile."

"The teens do much better in small groups for discussion."

"Presentation of the chronology of a human fetus--"

"The students seem to grasp the idea of gradual growth."

"Eight tutors working with one to four kindergartners--"

"The overall success was fairly evident. Some teens already know or had planned better how to work with the kindergartners."

"Nine adults present--surprisingly, the teens nor kindergartners were too distracted..More participation with the kindergartners by more teens. Previously several teens had chosen to 'tutor' very little. The evaluation session (a staff member and three or four teens) where the 'lessons' are immediately talked about should give rise to more effective tutoring."

MAY

"The teens have come to accept a daily plan, and upon entering the room immediately look over the outline."

"The performance of the teens in this half-hour seems to show growth in the teens to orient themselves to the morning's work, and to begin their several activities."

"Class time of twenty minutes was more fully used than has been observed some months ago."

"

"This consistent accounting for fulfillment of plans, with suggestions for future work seems to pay off in increased responsibility."

"They agreed (and not merely submissively) that parents should figure prominently in most decisions."

"'Planning' has improved at least to the level of 'acceptance' of chores as laid out by the staff--with more enthusiasm than observed some months ago."

## APPENDIX G

## GENERAL COMMENTS - END OF YEAR

- (Peter B.) Everyone who says that this Teen Tutor Program is not worthwhile are immature babies. I will say the teachers made one mistake. That was giving some immature seventh-graders too much freedom. Now you see what happened. Some did use it wisely and I thank all the teachers who made this possible (and doctors, too). Thank you.
- (Brenda P.) I thought it was a fun program. I had the most fun when I went on trips and working with the kindergartners.
- (Keith B.) It was a good program and it was fun. The teachers were mean, but they had a reason.
- (Doris P.) I think it is worthwhile for seventh-graders.
- (Sam G.) I think some of the things I have learned will help me, but one of the teachers has done a lot of bad things like getting mad and taking it out on other people, but all in all most of the things I have learned and done will help me later on in life.
- (Beth C.) Teen Tutor is very helpful, I think. It will make kids more mature. It will help when you grown up. You have more freedom.
- (Tony P.) Teen Tutor is a good program except they have too many tests. They should give you just at the end of the year. Another thing is that if you do a lesson the teachers always say that you have something else to do to it.
- (Ted P.) This program has helped me in learning how to live and get along with people. I knew most of the things we went over about the body, but the sex unit was extremely valuable. I want to thank you for all the help you've given me the past year.
- (Sylvia S.) I think Teen Tutor is somewhat worth it. I've enjoyed it a lot. The teachers are neat. The program has helped me to understand most things that I did not understand before.
- (Stanley C.) I think that this program has helped me in many ways. The teachers are real nice and they haven't given us very hard work and I wish I could be in it again. That's the truth.
- (Janice F ) I like Teen Tutor because I have to be around little children and help them to learn how to speak plain, write their names, and things like that. I like to be able to have confidence in myself.
- (Walter C.) I think that the program can be very good if you get the right people in it, and I think you do have the wrong people in it. It's a very good program!
- (Scott C.) I think this program would be a very good one with the right people, students and teachers. Also if it were now like it's going to be next year.

## APPENDIX H

## Outline of Education Program for Teen Tutor and Kindergarten Parents

## Demonstration Phase

## Teen Tutorial Project

- October 9 "Introduction to Staff and Slide Presentation of Program Activities"  
Mr. Gene Telego, Project Supervisor, and Staff
- October, last week, Parent Observation Week  
For Teen Tutor and kindergarten parents  
Schedule included observation in both classrooms, discussion over coffee with teaching team, and film on five-year-old development.
- November 20 "How to Help Your Child Choose a Career"  
A slide presentation and discussion  
Dr. Herman Peters, Professor of Education, Ohio State University
- January 8 "The Child from Five to Ten"  
Overhead projection presentation and discussion  
Mrs. Betty Cook, Assistant Professor of Home Economics, Ohio State University
- February 19 "Adolescent Behavior"  
A movie and discussion with Teen Tutor parents  
Dr. Collins Burnett, Professor of Education, Ohio State University
- February "An Introduction to Sex Education"  
A slide presentation for all parents and invited district representatives identical with the one for the Teen Tutors  
Dr. Jay Lowe, Project Evaluator
- March 25 Symposium on Community Services: "The Important Role of Social Services in Our Community"  
Child Welfare Board of Franklin County  
Children's Hospital, Columbus  
Family and Children's Bureau, Franklin County  
Ohio State Employment Service  
Presentation of Teen Tutor Plazers  
Mr. Gene Telego, Project Supervisor
- April 29 "Sex Education of Children"  
A talk and discussion  
Dr. Robert Kaplan, Associate Professor of Physical Education, Ohio State University
- May 20 "Random Target"  
A play on mental health presented by Ohio Division of Mental Hygiene and Ohio State University Department of Speech and Drama  
Followed by focused group discussion

## APPENDIX I

Evaluation Form for Selection of Teen Tutors

I. RECOMMENDATIONS:

	Yes	No
Teacher	_____	_____
Principal	_____	_____
Counselor	_____	_____
Speech Therapist	_____	_____
Title I	_____	_____
_____	_____	_____
_____	_____	_____

III.

Volunteer Status:	_____ Yes	_____ No
Program Criteria:	_____ Yes	_____ No
	_____ Uncertain	
Program Selection:	_____ Yes	_____ No
	_____ Alternate	
Parental Approval:	_____ Yes	_____ No

II. Name \_\_\_\_\_

I.Q. \_\_\_\_\_ (C.M.M. 5th or 6th) Achievement \_\_\_\_\_ (5th)

Teachers Evaluation: \_\_\_\_\_ Under Achiever; \_\_\_\_\_ Average Achiever; \_\_\_\_\_ Over Achiever.

School \_\_\_\_\_ Number of Years at this School \_\_\_\_\_

Sixth Grade Teacher \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Father's Education \_\_\_\_\_

Mother's Occupation \_\_\_\_\_ Mother's Education \_\_\_\_\_

Check any of the following that are appropriate:

Free lunches: Yes \_\_\_\_\_ No \_\_\_\_\_

Socially Mobile: Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

	Severe	Moderate	Apparently None
Physical Handicap:	_____	_____	_____
Speech Difficulty:	_____	_____	_____
Emotional Disturbance:	_____	_____	_____

Child lives with:

\_\_\_\_\_ Mother and Father

\_\_\_\_\_ Mother only

\_\_\_\_\_ Father only

\_\_\_\_\_ Stepmother and Stepfather

\_\_\_\_\_ Mother and Stepfather

\_\_\_\_\_ Father and Stepmother

\_\_\_\_\_ Other (Please Specify): \_\_\_\_\_

FURTHER OBSERVATIONS OR COMMENTS: